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ABSTRACT

This is a report of a pilot study performed by the Higher Education Opportunity Program (HEOP) of the New York State Education Department. The study investigated the post college experiences of HEOP graduates and dropouts at three institutions in Western New York: Canisius College, Buffalo; Rosary Hill College, Snyder; and Niagara University. The study was conducted to: (1) document career related post college experiences of HEOP graduates and dropouts; (2) document perceptions of the college experience and its effect on career related post college experience; and (3) investigate methodologies for conducting follow-up studies. Two primary methods of data collection were employed: mail surveys and telephone interviews. It was found that the mail survey is a particularly ineffective method of obtaining information from samples of graduates or dropouts, whereas the telephone interview seems to be especially effective. The results which describe the post college experiences of the graduate sample indicate that the majority are white collar workers employed in relatively high positions. Forty percent of the graduates have continued their education. It appears that the majority of dropouts from HEOP leave college before the end of their second year; therefore, there is a need for a strong supportive service program early in the college experience. It appears that the employment, career status and income of only some of the HEOP dropouts were influenced by their exposure to college. (Author/JM)

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JnD Research
Williamsville, New York

—THE IMPACT OF HIGHER EDUCATION OPPORTUNITY PROGRAMS—

POST COLLEGE EXPERIENCE OF DISADVANTAGED STUDENTS: A FOLLOW—UP OF HEOP GRADUATES AND DROPOUTS

FINAL REPORT

By

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in cooperation with

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1976

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I. INTRODUCTION

The Higher Education Opportunity Program of the New York State Education Department (HEOP/SED) was established for the purpose of providing an educational opportunity at the post secondary level to students who are both economically and educationally disadvantaged and are, therefore, inadmissable according to traditional requirements. Since its inception in 1969, HEOP/SED has coordinated the funding, initiation, continuation, development, and expansion of more than sixty opportunity programs at non-public institutions of higher learning in the state.

The evaluation process utilized by HEOP/SED in monitoring these programs has provided information which describes program practices and, to a lesser degree, program success. From the final reports submitted yearly by each program, it is possible to determine in some detail both the range and depth of programatic services. Information pertaining to programatic success, however, is generally restricted to a tally of the number of graduates as well as the number of dropouts.

There is no question that these data contribute to a formative evaluation of existing programs and are, therefore, extremely valuable for the monitoring function. From the point of view of summative or outcome evaluation, the data relating to program success is interesting and necessary. It is not, however, sufficient to demonstrate program impact. Now that HEOP programs have been in existence for as long as six years, it is both relevant and timely to begin to change the focus of evaluation efforts, placing greater emphasis on concerns which relate to impact. Documentation of the career related post college experiences of HEOP students emerges as a first priority because this documentation could reveal trends which would prove useful to HEOP personnel in their determination of the degree of attainment of impact goals. Additionally, such data would provide feedback which would assist HEOP personnel in establishing priorities for the expansion or increase of supportive services. Finally, a description of positive trends could provide a strong rationale for continued funding.

II. STATEMENT OF PROBLEM

This pilot investigation of the post college experiences of HEOP graduates and dropouts at 3 institutions in Western New York was conducted to:

1. document career related post college experiences of HEOP graduates and dropouts;
2. document perceptions of the college experience and its effect on career related post college experience, and
3. investigate methodology for conducting follow-up studies; specifically, to identify cost efficient techniques for gathering data concerning the disadvantaged student and his experiences following higher education.

III. METHOD

A. Sample

1. Potential Sample

The potential samples consisted of (1) all HEOP graduates (N=51) and (2) all HEOP dropouts formerly enrolled at any time since the inception of the HEOP program (N=164) in three four year institutions in Western New York State.

Mail Respondents: Appropriate forms of the survey were mailed to the entire potential sample with the exception of those designated to participate in an interview. A second mailing was sent to nonrespondents. Those who returned the surveys were to constitute the mailer samples.

Interviewees: A stratified random sample of HEOP graduates and a stratified random sample of dropouts were selected as interviewees in the following manner. One-fourth of the graduates and one-fourth of the dropouts from each school for each year were randomly selected using a random number table. If the total sample of graduates or dropouts for a given class or year at any of the schools was less than five persons, attempts were made to contact each person. The interview sample was to consist of those persons who were designated as interviewees and who were in fact interviewed.

Table I (page 5) presents the potential samples as originally conceptualized.

2. Actual Sample

Due to the fact that the response to both mailings was rather small (graduate N=11 / dropout N=9), all nonrespondent mailers were redesignated as interviewees. The interview samples, therefore, consisted of those HEOP graduates and dropouts who had been designated as interviewees (original inter-

	GRADUATES			DROPOUTS		
	Mailer	Interviewee	Row Total	Mailer	Interviewee	Row Total
School 1	0	4	4	33	25	58
School 2	26	12	38	32	12	44
School 3	4	6	10	36	25	61
Column Total	30	22	52	101	62	163

Table I: Potential Sample: Original Conceptualization

	GRADUATES				DROPOUTS			
	Mailer	Interviewee	Hearsay	Row Total % of potential sample (within school)	Mailer	Interviewee	Hearsay	Row Total % of potential sample (within school)
School 1	0	3	0	3/75%	6	22	1	29/50%
School 2	8	19	2	29/76%	3	14	1	18/41%
School 3	4	5	1	10/100%	2	25	2	29/48%
Column Total	12	27	3		11	61	4	

TOTAL N = 42/81% of Total Potential Sample

TOTAL N = 76/47% of Total Potential Sample

Table II. Actual Sample: Method of Contact

viewees plus redesignated mailers) who could be located, who agreed to participate, and who completed any part of the survey.

In several instances, interviewees elected to mail in a survey rather than participate in an interview. In that case, a survey was sent. If the survey was returned, the person was designated a mailer. The mail sample, therefore, consisted of those HEOP graduates and dropouts who returned surveys through the mail.

A third group of graduates and a third group of dropouts consisted of those persons who did not return a survey and who could not be contacted for an interview but for whom hearsay evidence was available.

Table II (page 5) presents the method of contact of the actual sample.

Ultimately 42 graduates participated in the study. Sixteen of them graduated in 1974, twenty-six in 1975. Twenty-two were male, twenty were female. Ages ranged from 22 to 47 with a mean of 25 and a mode of 23. Information on ethnicity, available for 41 of the 42 subjects, revealed that the majority (33) are Black, which is 78.6%, 5/11.9% are White, 2/4.8% are Native American,and 1/2.4% is Hispanic. Finally, choice of major was distributed as follows: Social Science (17/40.5%), Educational Studies (11/26.6%), Administration and Business (5/11.9%), Science and Math (4/9.5%), Arts and Letters (3/7.1%), and Health Science (1/2.4%). Information was unavailable for one subject.

Seventy-six dropouts participated in the study. Thirty-three were male, 43 were female. Ages ranged from 19 to 53 with a mean age of 25 and a mode of 23. Information on ethnicity was available for all 76 subjects. Of these, 51/67.1% are Black, 18/23.7% are White, 4/5.3% are Native American, and 3/3.9% are Hispanic. The approximate number of hours completed by subjects is as follows: 9 subjects (11.8%) completed zero hours, 17 subjects (22.4%)

completed between 1 and 15 hours, 20 subjects (26.3%) completed between 16 and 30 hours, 10 subjects (13.2%) completed between 31 and 45 hours, 13 subjects (17.1%) completed between 46 and 60 hours, 3 subjects (3.9%) completed between 61 and 75 hours, and 4 subjects (5.3%) completed more than 75 hours.

Finally, intended major distributes as follows: Social Science (19/25%), Administration and Business (16/21.1%), Health Science (10/13.2%), Arts and Letters (9/11.8%), Science and Math (8/10.5%), Educational Studies (7/9.2%), and Undecided (2/2.6%). Information was unavailable or there was no response from 5/6.6% of the subjects. The scheme used to classify majors is presented in Appendix A.

3. Representativeness of Sample

Responses were received from 42 of a possible 52 graduates, a response of 81%. A return of this magnitude obviates the need to determine statistically that the graduate sample is representative of the graduate population.

Responses were received from 76 of a possible 163 dropouts, a response of 47%. In order to determine whether or not these respondents were representative of the population of dropouts, two variables were selected for examination - sex and ethnicity.

Chi Square was computed on the frequency distributions of the total actual and the total potential sample for sex. The obtained value of .67 with 1 degree of freedom was not significant. For ethnicity, data was unavailable for nonrespondents from one school. It was, however, available on all but three nonrespondents from the other two schools. Therefore, an examination of ethnicity was restricted to the actual and potential samples from two schools only. The obtained Chi Square value of 1.19 with 2 degrees of freedom was also not significant. These results confirm the conclusion that the sample of dropouts is representative of the population.

4. Validity Check on Type of Response

The purpose of utilizing one instrument for both a mail survey and an interview is twofold. First, conducting interviews assures data. Second, since this data is obtained in such a way as to encourage honesty of response, it can be utilized as a validity check on the mail survey results. Therefore, from each form of the survey, two items were selected as validity items.

From the graduate form item #5, "Are you presently employed", and item #10c, "My college degree is useful" were chosen as bases for comparisons between mailers and a random selection of interviewees. To provide an indication of whether or not differences existed between the responses of the two groups, a Chi Square analysis was performed. Because the small sample size for item #5 (N=24 with 12 in each group) resulted in two cells with frequencies of less than 5, a Chi Square was computed only for the pair of cells containing respondents who reported that they were employed. The resulting Chi Square of .25 with 1 degree of freedom is far below the value of 3.841 required for significance at the .05 level. The pair of cells containing respondents who reported partial employment were identical (one respondent in each group so reported). In the remaining cell pair, 4 mailers and 2 interviewees reported that they were unemployed.

The above results provide reasonable assurance that group differences between the mailers and interviewees on employment status do not exist.

The distribution of responses for the two groups on item #10c was identical. With a sample size in each group of 10, 9 subjects agreed that the degree is useful; 1 subject disagreed. In this case, it was obvious that no difference existed between the groups and, therefore, a statistic was not computed.

For the dropout sample item #7, "Are you presently employed", and item item #12e, "I am better off than I would have been without a college education", were selected to compare mailers with responses on these particular items (N=10) and a random selection of 10 interviewees.

In this case, responses for item #7 were identical eliminating the need to compute a Chi Square value. For item #12e, Chi Square was inappropriate because the number of cells with frequencies less than 5 exceeded the recommended number. However, since the frequencies between the groups for a given response were not extremely different, this was taken as an indication of group similarity (i.e., Agree: Mailers 6, Interviewees 4; Disagree: Mailers 3, Interviewees 5; I don't know: 1 in each group.).

B. Instrumentation

One survey instrument with two forms (one for graduates, one for dropouts) was utilized to obtain the data. This survey was designed and written by project personnel to elicit information pertaining to post college experience, perceived benefit from and value of the college experience, and perceived effect of the college experience on career related post college experiences. Four types of items are included: Likert-type statements, multiple choice, fill in the blank, and open ended questions. Since the survey was intended for mailing as well as for structuring the interviews, it includes a cover page and a return mailing page. The cover page informs the recipient of the purpose of the survey and provides directions for completing the survey itself. The return mailing page is self addressed and metered. To maintain anonymity, a place on the survey is provided for name, address and telephone number, but is entitled 'optional'.

The graduate form of the survey, presented in Appendix B1, contains 11 items. Items 1 through 9 pertain to factual information and contain questions relating to biographic/demographic data (e.g., employment, income, additional education). Items 9 and 10 pertain to attitudinal information. Specifically, 9 relates to perceived benefits of the college experience and 10 to an evaluation of the college experience and perception of its effect on the post college experience. Item 11 elicits comments about the college experience and the HEOP program.

The dropout form of the survey, presented in Appendix B2, contains 13 items. Items 1 through 10 elicit biographic/demographic information, items 11 and 12 elicit attitudinal information, item 13 elicits comments.

The two forms contain a few differences. These are specifically:

1) Slightly different information is requested on the biographic/demographic sections, due to differences in the time of completion of the college experience.

2) The question pertaining to perceived benefits of the college experience (item 9 on the graduate form; item 11 on the dropout form) has one additional response choice on the graduate form. Also, the response format for this item differs. The graduate form contains five scale steps whereas the dropout form uses a two step (dichotomous) scale.

3) The question pertaining to an evaluation of the college experience and its effect on post college experience (item 10 on the graduate form, item 12 on the dropout form) contains one additional response choice on the dropout form.

4) The color of the survey itself differs. The graduate form is blue; the dropout form is yellow.

Response Facilitation Techniques : The format of the survey was designed to encourage response. Patterned after a brochure, it is confined to two sides of an 8 1/2 by 11" colored page folded into thirds. All items are contained on one side of the page. The reverse side provides space for comments and contains the return mailing address and the metered stamp. This is advantageous since it eliminates the need for the respondent to handle a return envelope.

The envelopes in which the surveys were mailed were also designed to appear personal and nonthreatening. They were addressed by hand and left unsealed. The survey was inserted so that the cover sheet appeared on top.

C. Procedure

1. Locating the Subject: Step One, Background Information

Lists of graduates and dropouts were supplied by each of the schools selected to participate in the study. When the lists had been received, the schools were contacted and asked to supply the following information for each student:

Graduates:
- name, address, phone number
- date of entry (note if transfer student)
- date of graduation
- sex
- ethnicity (note method of determination)

Dropouts:
- name, address, phone number
- date of entry
- date of termination
- sex
- ethnicity (note method of determination)
- name of reference (e.g., high school counselor, or someone who might be contacted for information about the student)

Subsequently, meetings were held with Program Directors, Program Associates, and personnel from other departments who might prove useful in locating a student (i.e., Admissions, Registrars, Alumni, and Placement Office). The purpose of these meetings was to introduce the project staff and to suggest that the project staff assist in obtaining the student information. It was felt that this procedure would be preferred by the schools, since it would save the time of program personnel. The project staff assisted in obtaining data from the student files at two of the participating institutions. At the third, all data was supplied by the Academic Coordinator. In addition to the above variables, the Academic Coordinator supplied the actual or speculated place of transfer and the reason a student terminated. Project staff added the following information when appropriate and available for those students whose files they examined: marital status; name change; parents' or guardians' name, address, and phone number; reason for dismissal; hours completed (transfer hours noted); self description of ethnicity; birthdate; social security number; request for recommendation for job (employer's address noted); relative enrolled at or graduated from the school.

2. The Survey

Two forms of a survey and two cover letters (one for the first mailing; one for the second) were written by project personnel. The cover letter for the first mailing is actually printed on one side of the instrument. The cover letter for the second mailing is printed on 8 1/2 by 5" paper, and was inserted into the envelope on top of the first cover letter. Although both instruments and cover letters are similar, one is appropriate for graduates, one for dropouts.

Response Facilitation Techniques : The following techniques were utilized in an attempt to facilitate response.

1. The survey format was patterned after a brochure.
2. The instrument is short - confined to one page.
3. The survey is printed in color.
4. Anonymity has been respected. Although a place is provided for name and address, filling it in is optional.

3. The Mailings

The appropriate survey was mailed to each graduate and dropout who had not been designated as an interviewee. To facilitate the second mailing to nonrespondents, the surveys were coded on the return mailing page. The code was placed within the mailing address and was clearly visible.

The surveys were mailed to each student at the address which had been obtained from the student's file. The search for a more up to date address was conducted in part through the Post Office. By writing on each envelope "DO NOT FORWARD, ADDRESS CORRECTION REQUESTED", the Post Office supplied forwarding addresses when they were available.

Approximately three weeks after it had been assumed that a subject received a survey in the mail, an additional survey with the second cover letter inserted in the envelope was mailed to nonrespondents in each group of graduates and dropouts. The assumption that the initial survey had been received by a subject was made if a completed survey was returned by a subject, or the original mailed envelope was not returned by the Post Office. If the survey was returned by the Post Office and if the explanation supplied by the Post Office provided either an address or a clue to a correct address (e.g., "wrong zip code", "no such street" - in which case a street was looked for in the same section with a similar name), an address change was made and a new survey was mailed.

Sometimes ,the second mailing envelope was returned when the initial mailing had not been returned. Explanations on these second mailings such as "wrong zip code", "no such number", and "no such street" suggested irregularities in the postal service.

Response Facilitation Techniques : The following techniques were utilized in an attempt to facilitate response.

1. Envelopes were hand addressed.
2. Envelopes were left unsealed.
3. Rather than using a return envelope, a metered self addressed return page was printed on a section of the survey. Therefore, subjects did not have to handle an additional piece of material.

Fourth, leads provided in the student files such as transfer school and employer address and/or phone number were investigated.

The same procedure for locating mailers was also used to locate interviewees when telephone numbers were incorrect or unavailable.

In some cases as many as fifteen different numbers were called before a student was located or the leads were exhausted. Often, even after the number had been verified, it was necessary to telephone many times before the subject became available for interviewing.

Response Facilitation Techniques : When telephoning for the purpose of locating subjects, the following strategies were found to be most effective.

1. Telephone calls were made at opportune times, that is after dinner and on weekends during the late morning or late afternoon. During prime television time and during work or school hours were generally found to be inappropriate.
2. The calls were short and to the point.
3. The subject was referred to by first name only. However, it was verified that the subject did in fact attend the particular college, so that another person with the same name was not inadvertently located.
4. The purpose of the call was either not mentioned or was explained cursorily. The word survey was not used.
5. Simple language was used.

The following is an example of a typical conversation:

"Is __first name__ (nick name) at home? I am a friend calling from __________ college. Where could I reach __________? (work, school?) When call I call back? (Is he in school during the day? Is he working days or nights?) Should I call him at work?"

5. The Interviews

Each graduate and dropout who had been designated as an interviewee was contacted by a member of the project interview team. The team member identified himself, explained the purpose of the call (i.e., conducting a survey for HEOP from the respective college), and asked the subject's help.

If he agreed to participate, he was interviewed by phone at the time of contact. The appropriate form of the survey instrument served as the basis for this interview. All subjects who were located and contacted agreed to answer some, if not all, of the questions.

The interview team ultimately consisted of five females. The original intent was to have all interviews conducted by one person. However, the time involved in reaching most of the subjects was exorbitant and it was, therefore, necessary to enlist the assistance of additional interviewers.

All subjects originally designated as interviewees were assigned to a former EOP student who is presently enrolled in a Masters program in Elementary and Remedial Education. After a two month period, the interviewer enlisted the aid of a friend who had also been an EOP student. Together this team interviewed 48 subjects, obtained hearsay evidence on 3, and succeeded in receiving a mailed survey from 1 (who was considered part of the mail sample) for a total of 52 responses.

Subsequently, attempts were made to contact all original interviewees who had not been reached. A graduate student in Educational Psychology who agreed to undertake this task succeeded in completing 5 additional interviews and obtaining hearsay evidence about 1 subject.

Attempts to contact mailers redesignated as interviewees were made by the Project Associate who completed 19 interviews and obtained hearsay evidence about 3 subjects and by an Educational Psychology graduate student who completed 17 interviews. Two of these interviewees also completed mail surveys and were, therefore, considered part of the mail sample. Additionally, one interview was completed by the Project Director.

The interview itself followed the order of the questions on the survey. Biographic/demographic data was obtained first (i.e., items #1-8 on the graduate form, items #1-10 on the dropout form) followed by the attitudinal items (i.e., items #9 and 10 on the graduate form, items #11 and 12 on the dropout form). The question referring to income (i.e., item #7 on the graduate form, item #9 on the dropout form) was often prefaced by saying, "Some people are hesitant about answering this next question". The question was then asked immediately and promptly followed by the statement that the incomes were in salary brackets and the subject was to simply choose the correct bracket. This was found to be helpful because it seemed to indicate to the subject that the interviewer was not prying into personal affairs.

For the attitudinal questions, subjects were asked to qualify their answers verbally (e.g., valuable, most valuable, agree, disagree), rather than to use the numerical code. This was found to be less confusing for a subject who did not have a survey in hand.

At the end of the interview, the interviewee was given the opportunity to make comments, but was not pressed. Often relevant comments made while responding to various other items pertained to the open ended questions, and these were noted on the survey.

During the course of the interview, subjects often asked questions such as "Where did you get my name?", "What will be done with the survey information?", "Who are you working for?", "Is the program still available?". It was of great concern that the information would be used abusively, leading to the eventual obliteration of future programs.

Depending on the particular question asked, the following information was given:

1. Names were supplied by the HEOP programs at the respective college.
2. The information would be used to help HEOP and would not be abused.
3. The Project Director was identified, phone number and address supplied, and the subject was encouraged to speak with her directly.

4. For answers to questions relating to future educational plans, subjects were referred to the appropriate HEOP Program Director.

Response Facilitation Techniques : The following strategies proved useful in conducting the interviews.

1. Questions were read slowly.
2. Near the end of the survey, the interviewee was informed that there were only a few questions left. This provided closure as to how much more time would be required.
3. The interviewer was enthusiastic and demonstrated a positive attitude.
4. An attempt was made to establish and maintain rapport by acting friendly, sounding pleased to find the subject at home, and never "Hasseling or pushing" the interviewee.
5. The interviewers stressed the need for the subject's help.
6. An effort was made to make the subject feel that a personal interest was taken, that he and his input were important, that the interviewer was sincere, and that the interviewer was an equal.
7. At the conclusion of the interview, the subject was sincerely thanked for his time and help in completing the survey.
8. Due to the fact that the interviewing task is time consuming, and often frustrating and discouraging, it was necessary to supply a great deal of reinforcement to the interviewers.

6. The Data

The collected data was coded, posted, and keypunched for entry into appropriate computer programs.

D. Method of Analysis

1. Variables

From the information contained on the two forms of the survey, a total of 38 graduate variables and 41 dropout variables were generated. These variables are presented in Table III (page 19) for easy reference and for the purpose of comparison. Results of selected biographic/demographic variables have been

GRADUATES		DROPOUTS
Variables	Variable Labels	Variables
1. School	college attended	1. School
2. Collect	method of data collection	2. Collect
3. Age	age as of Spring 1976	3. Age
4. Sex	sex	4. Sex
5. Ethnicity	ethnicity	5. Ethnicity
	approximate number of hours completed	6. Hours
6. Major	actual — intended	7. Major
7. Yeargrad	year of graduation	
	year of entry into target college	8. Entered
	year dropped from target college	9. Dropped
	length of time at target college	10. Time In
8. Employed	present employment status	11. Employed
9. Highest Income	highest earned yearly income since graduation / leaving college	12. Highest Income
10. Occupation	present occupational category	13. Occupation
11. Number of Jobs	number of different jobs since graduation / leaving college	14. Number of Jobs
12. Added Ed	additional education since graduation / leaving college	15. Added Ed
13. A Benefit to 32. T Benefit	Question 9 graduate form Question 11 dropout form	16. A Benefit to 34. S Benefit
33. C Feeling	Question 10 graduate form Question 12 dropout form	35. A Feeling
34. A Feeling		36. B Feeling
35. B Feeling		37. C Feeling
36. E Feeling		38. D Feeling
37. F Feeling		39. E Feeling
38. D Feeling		40. F Feeling
		41. G Feeling

Table III. Variables: Graduates and Dropouts

included in the section which describes the sample. The remainder are presented in the Results Section where they are described in greater detail. The coding scheme for each variable is presented in Appendix C.

2. The Study

The data were analyzed separately for each group resulting in two sets of analyses, one set for the graduates; one set for the dropouts. For each set of analyses, data obtained from interviews, through the mail, or as hearsay evidence was pooled. Also for each set, the data from the three schools were pooled.

Statistical Package for the Social Sciences (SPSS) was used to analyze the data. This system contains computer programs which provide descriptive statistics, simple frequency distributions and crosstabulations, as well as a large number of statistical procedures. Commonly used in the social sciences, the system is advantageous because it allows the user to handle large amounts of data and large numbers of variables easily. Specifically, the subprogram CODEBOOK which computes and presents frequency distributions, histograms, and related statistics was used to describe the variables created from the questionnaire responses. Several crosstabulations were also performed. This procedure simultaneously displays the data on two variables.

The data distribution computed by CODEBOOK for each variable is presented in frequencies and percentages displayed in the following format:

Category Label	Code	Absolute Frequency	Relative Frequency (Percent)	Adjusted Frequency (Percent)	Cumulative Adjusted Frequency (Percent)

The absolute frequency column presents the frequency of responses for each value. The frequency for each missing value (e.g., refused to respond, information unavailable) is included in this column. The relative frequency column presents the percentage of the sample response for each value. The adjusted frequency column presents the percentage of the sample response for each value when the missing values have been eliminated. Percentages for this column, therefore, are based only on those values which have not been previously defined as missing. The cumulative adjusted frequency column presents the cumulative percentage for all values other than missing values.

In the presentation of results for the graduates and the dropouts, all columns will be displayed for each variable which contains missing values. When missing values are not present in the data for a given variable, the adjusted frequency column will not be included in the table.

In addition to the format described above, the tables will include histograms (graphic data displays) when these enhance the presentation of the results.

Several crosstabulations were also performed for the two data sets. This subprogram displays the data on two variables simultaneously resulting in a matrix of cells. Since the display is often fairly complex, the matrix displays are not included in the Results Section. Rather, relevant information from these displays are presented in a more simplified form within the context of the discussion to which they relate.

IV. RESULTS AND DISCUSSION

The results of the analyses for the two data sets are presented separately. Results for the sample of graduates pooled across all three schools will be examined first followed by the results for the pooled sample of dropouts. When missing values are present in the data, discussions of results for both samples will be based on percentages obtained from the adjusted frequencies. Missing responses will not be included in the computations used to interpret any of the results in this section.

A. Graduates

1. Biographic/Demographic Variables

The first group of variables relates to the selected biographic and demographic information obtained from the survey. Seven of these comprise the first subset and have been discussed previously in the section which describes the sample. The second subset of biographic/demographic variables pertain to job related and educational concerns. Although major has been presented previously, it is also included within the second subset due to its relevance, and because it warrants further discussion.

Variable: Major

Table IV (page 23) presents the data related to this variable.

It is interesting to note that the largest number of respondents majored in the Social Sciences. Educational Studies follows as the next most frequented area. The least preferred majors appear to be those which are located in the science fields.

Choice of majors may be explained in part by the fact that college courses in the Health Science and Science and Math areas require a strong conceptual

Category Label	Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cumulative Freq (Pct)
Arts and Letters	1	3	7.1	7.3	7.3
Ed Studies	2	11	26.2	26.8	34.1
Health Science	3	1	2.4	2.4	36.6
Science and Math	4	2	4.8	4.8	41.4
Admin and Business	5	7	16.7	17.1	58.5
Social Science	6	17	40.5	41.5	100.0
Info Unavailable	8	1	2.4	missing	100.0
	Total	42	100.0	100.0	

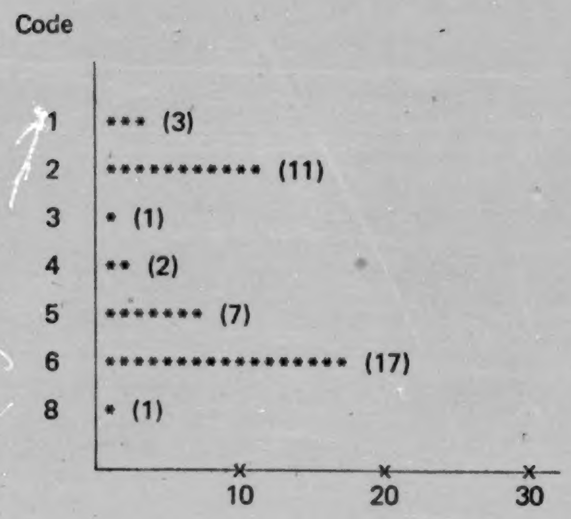

Table IV. Graduates: Major

scientific and mathematical base. Academically disadvantaged students may not generally possess a foundation which is complete enough to enable them to compete successfully in these courses.

Arts and Letters may not have been chosen simply because many of the areas within it are not career related. In addition, they may be less relevant to the concerns and interests of HEOP students than the areas contained within the Social Sciences.

Variable: Employed - Present Employment Status

The responses to this variable are reported in Table V (page 25).

Examination of Table V indicates that the majority of graduates (28 or 68.3%) have full time employment. Three respondents or 7.3% are employed part time. Therefore, a total of 31 subjects or 75.6% of the graduate sample are presently part of the employed labor force. Ten subjects or 24.4% of the sample are unemployed.

A more realistic picture of the latter group is provided by the results of a crosstabulation between employment status and the variable Added Ed (additional education since graduation). These results reveal that 5 unemployed subjects are presently enrolled in graduate school and 1 has been accepted for the Fall semester. Therefore, 60% of the unemployed graduates are either enrolled in graduate school now or definitely will be next semester.

Variable: Highest Income - Highest Earned Yearly Income Since Graduation

There are two ways in which this question can be interpreted. One is to assume that it asks for the salary level of a present job. Another is to assume that it asks for the highest income actually received for a year. Based on the interviewers' reports and on comparisons between reported jobs and reported incomes, it is suggested that most graduates responded by reporting the salary of their present job. In some cases, however, subjects were unemployed

Category Label	Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cumulative Freq (Pct)
Yes Full Time	1	28	66.7	68.3	68.3
Yes Part Time	2	3	7.1	7.3	75.6
No	3	10	23.8	24.4	100.0
Info Unavailable	8	1	2.4	missing	100.0
	Total	42	100.0	100.0	

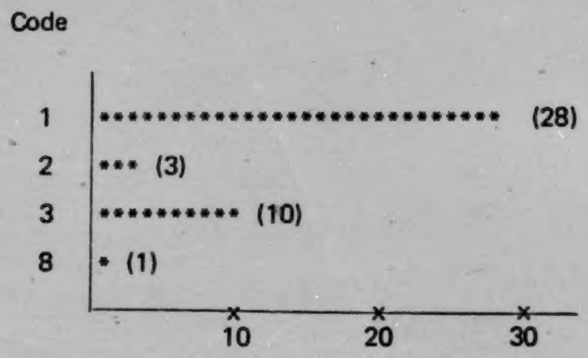

Table V. Graduates: Employed — Present Employment Status

and, therefore, had not earned a full year's salary. They then reported the highest income which they had received subsequent to graduation for a one year period. This has the effect of placing some subjects at the lower end of the salary distribution who would not have been there if they had worked for a full year.

Table VI (page 27) presents the results describing income.

Thirty-nine subjects responded to this item. Their responses indicate that since graduation, close to half of the graduates (46.2%) have earned more than $7800 for a one year period. Of these, 35.9% have earned more than $9000. Finally, 15.4% of the total sample received incomes of over $10,000.

Variable: Occupation - Present Occupational Category

The Dictionary of Occupational Titles (DOT), Volumes I and II, was used to classify the present occupations of the graduates. This dictionary provides the most comprehensive and systematic organization of occupational information presently available. Because of its wide acceptance as a standardized method of classifying occupations, it is particularly useful for this study.

Specifically, the dictionary defines and codes 28,173 different occupations, placing them into 603 distinctive 3-digit groups. These groups combine into 84 2-digit divisions which in turn collapse into 9 broad 1-digit categories. Except for the Miscellaneous category, these categories appear to be hierarchically arranged in descending order by socioeconomic status level.

These 9 broad categories were utilized to describe the occupations of the graduate sample. Definitions of these categories are presented in Appendix D1. Appendix D2 contains a list of the actual occupations held by graduates. Each job title is accompanied by its appropriate 3-digit DOT code.

Category Label	Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cumulative Freq (Pct)
0–3600	1	9	21.4	23.1	23.1
3601–5100	2	5	11.9	12.8	35.9
5101–6500	3	1	2.4	2.6	38.5
6501–7800	4	6	14.3	15.4	53.8
7801–9000	5	4	9.5	10.3	64.1
9001–10000	6	8	19.0	20.5	84.6
10001–11000	7	3	7.1	7.7	92.3
11001–12000	8	2	4.8	5.1	97.4
Over 12800	10	1	2.4	2.6	100.0
Info Unavailable	98	2	4.8	missing	100.0
No Response	99	1	2.4	missing	100.0
	Total	42	100.0	100.0	

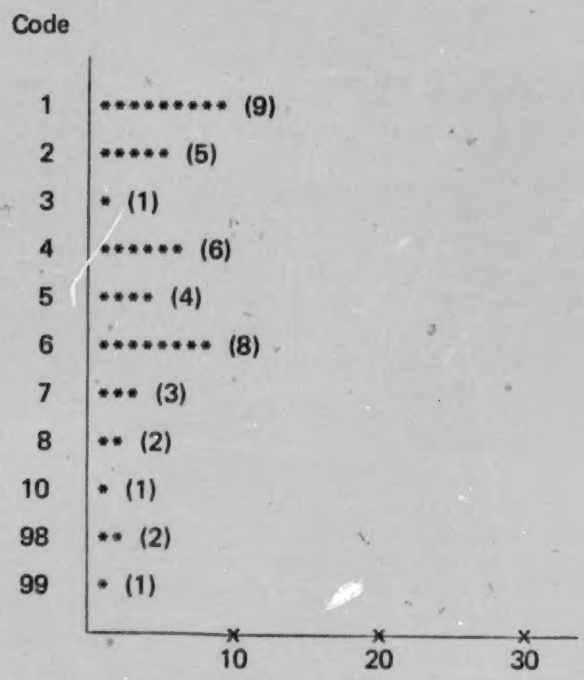

Table VI. Graduates: Highest Income – Highest Earned Yearly Income Since Graduation

Table VII (page 29) presents the results which describe graduate occupations classified categorically. In addition to these and the usual presentation of the no response categories, two unemployment categories are included. The first, "unemployed no jobs", contains subjects who have been unemployed since graduation. The second, "unemployed had jobs", contains subjects who have had jobs since graduating but who, at present, are unemployed.

Examination of Table VII indicates that 55% of the employed graduates have professional, technical, or managerial jobs. Of those whose occupations fall into the clerical or sales category (5/12.5%), 2 are teachers and presently substitute when called. Since they are also working at another job, they were classified into the second category.

It is important to note that the highest percentage of graduate occupations are in the white collar category which is usually assigned the highest occupational status by the majority of the population. It is also interesting to observe that jobs fall into only three categories. No one is employed in categories which can be described as containing lower socio-economic status jobs.

A related question concerns the relationship between college major and job category - "What percentage of HEOP graduates are employed in the area of their major?" The answer to this question is provided by utilizing the results of a crosstabulation between the two variables, Major and Occupation. Based on these results, it is possible to construct a table which presents the number of people in each college major category who are employed in the area of their major field, and the number who are not. These data are presented in Table VIII (page 30).

Table VIII shows that 50% of the graduates are actually working in areas associated with their college major; 50% are not.

Category Label	Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cumulative Freq (Pct)
Professional, Technical Managerial	1	22	52.4	55.0	55.0
Clerical, Sales	2	5	11.9	12.5	67.5
Service	3	3	7.1	7.5	75.0
Miscellaneous	9	1	2.4	2.5	77.5
Unemployed No Jobs	90	5	11.9	12.5	90.0
Unemployed Had Job	91	4	9.5	10.0	100.0
Info Unavailable	98	1	2.4	missing	100.0
No Response	99	1	2.4	missing	100.0
	Total	42	100.0	100.0	

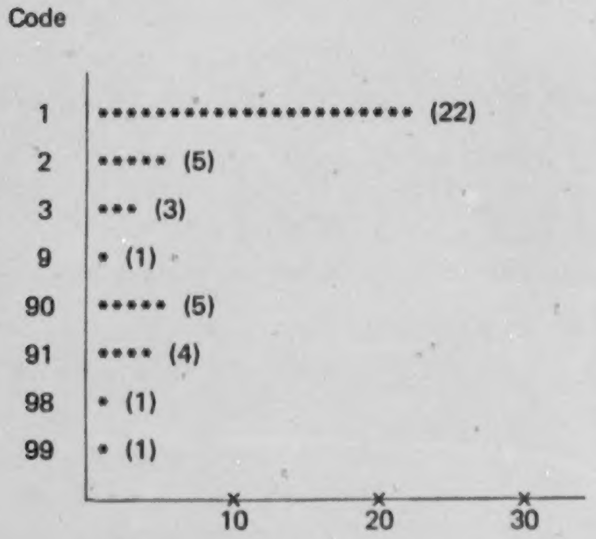

Table VII. Graduates: Occupation - Present Occupational Category

		Employment Status re Major	
Major	N	Employed in Area	Not Employed in Area
Arts and Letters	3	2	1 unemployed (in PHD program)
Educational Studies	11	6 2 substitute, have other jobs also	2 unemployed 1 other type job
Health Science	1		1 other type job
Science and Math	2	1	1 unemployed (accepted to Dental School)
Administration and Business	6	5	1 unemployed
Social Sciences	17	4	5 unemployed (2 in law school, 1 in PHD program, 1 in Masters program) 8 other type jobs
Total f/%	40/100	20/50	20/50

Table VIII. Graduates: Present Occupation By College Major

Although not specifically related to the question posed above, it is interesting to note that 15% of the sample (or 30% of those who are not employed in their major area)are pursuing advanced degrees in areas related to their undergraduate major.

Variable: Number of Jobs - Number of Different Jobs Since Graduation

Responses to this variable are reported in Table IX (page 32).

These results show that the majority of graduates (61.9%) have had one job since graduation. Due to the fact that they graduated in 1974 or 1975, this result is to be expected.

Variable: Added Ed - Additional Education Since Graduation

Table X (page 33) presents the data for this variable.

When examining this table, it should be noted that a large number of categories has been used to describe the responses of students who have continued or plan to continue their education. In comparison, only 1 category describes responses of subjects who have not continued their education and who did not indicate plans to do so. Since a graphic display of these results may inadvertently be misleading, the histogram for this data has not been included in the table.

Examination of Table X indicates that although 52.5% of the respondents do not plan to further their education, 40% have continued and 7.5% have definite plans to do so in the near future. This is a very high percentage and deserves publicity. It is especially exciting to find that 32.5% either have completed or are enrolled in graduate programs. This includes 2 students who are attending law school and 2 who are pursuing PHD degrees.

Category Label	Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cumulative Freq (Pct)
0	0	5	11.9	12.8	12.8
1	1	26	61.9	66.7	79.5
2	2	6	14.3	15.4	94.9
3	3	2	4.8	5.1	100.0
Info Unavailable	8	2	4.8	missing	100.0
No Response	9	1	2.4	missing	100.0
	Total	42	100.0	100.0	

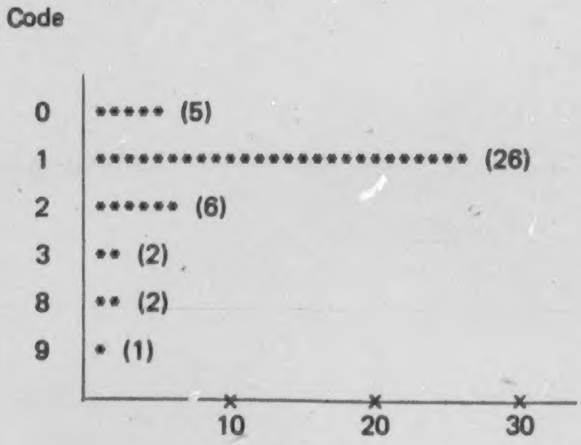

Table IX. Graduates: Number of Jobs - Number of Different Jobs Since Graduation

Category Label	Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cumulative Freq (Pct)
Yes Comp Mst In Doc	1	1	2.4	2.5	2.5
Yes Completed Mastrs	2	3	7.1	7.5	10.0
Yes in Doctoral	3	3	7.1	7.5	17.5
Yes in Masters	4	4	9.5	10.0	27.5
Yes in Program Deg ?	5	2	4.8	5.0	32.5
Yes Took Courses	6	3	7.1	7.5	40.0
Accepted Grad Sch	7	1	2.4	2.5	42.5
No Plan to Return	8	2	4.8	5.0	47.5
No	9	21	50.0	52.5	100.0
Info Unavailable	88	1	2.4	missing	100.0
No Response	99	1	2.4	missing	100.0
	Total	42	100.0	100.0	

Table X. Graduates: Added Ed – Additional Education Since Graduation

2. Attitudinal Variables

The second group of variables to be reported pertains to attitudinal information. Two subsets are contained within this group of variables. The first subset consists of data related to the perceived benefits of the college experience. The second subset pertains to an evaluation of the college experience and the perception of its effect on the post college experience.

a. Subset 1

This section is organized in the following manner. All 20 variables with their respective tables are presented first (Tables XI through XXX, pages 35 through 54). These tables are followed by a summary table (Table XXXI, page 55) and a discussion of the combined results.

When reading the tables for the 20 variables included in this subset, it is useful to remember that each subject selected only one of the 20 variables as being the most valuable. Each of the other 19 variables were rated on a 2 to 5 scale. Therefore, to determine the number of subjects who selected a particular variable as being more beneficial than any of the other variables, examine the frequency of responses for the category - most valuable (code #1). To determine whether or not a particular variable was considered beneficial in and of itself, examine the frequencies for the other four responses (code #s 2 - 5).

Category Label	Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cumulative Freq (Pct)
Most Valuable	1	1	2.4	2.6	2.6
Very Valuable	2	14	33.3	35.9	38.5
Somewhat Valuable	3	21	50.0	53.8	92.3
Not Valuable Have Experienced	4	2	4.8	5.1	97.4
Have Not Experienced	5	1	2.4	2.6	100.0
Info Unavailable	8	3	7.1	missing	100.0
	Total	42	100.0	100.0	

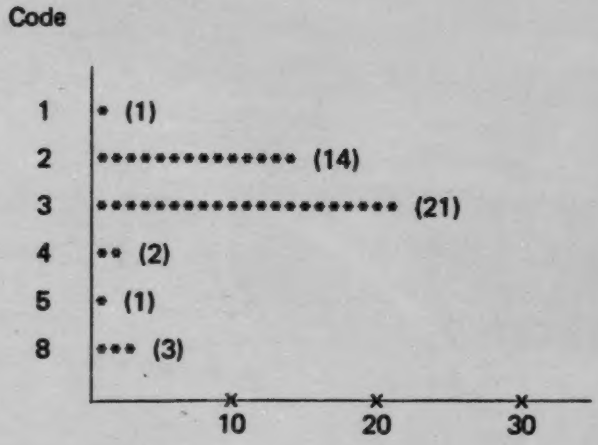

Table XI. Graduates: A Benefit – Acquisition of Specific Facts, Concepts and Ideas

Category Label	Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cumulative Freq (Pct)
Most Valuable	1	5	11.9	12.8	12.8
Very Valuable	2	14	33.3	35.9	48.7
Somewhat Valuable	3	17	40.5	43.6	92.3
Not Valuable Have Experienced	4	1	2.4	2.6	94.9
Have Not Experienced	5	2	4.8	5.1	100.0
Info Unavailable	8	3	7.1	missing	100.0
	Total	42	100.0	100.0	

```
Code

 1   |***** (5)
 2   |************** (14)
 3   |***************** (17)
 4   |* (1)
 5   |** (2)
 8   |*** (3)
     |_________x_________x_________x___
              10        20        30
```

Table XII. Graduates: B Benefit — Development of Skills to Analyze and Synthesize Ideas

Category Label	Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cumulative Freq (Pct)
Most Valuable	1	6	14.3	15.4	15.4
Very Valuable	2	25	59.5	64.1	79.5
Somewhat Valuable	3	5	11.9	12.8	92.3
Not Valuable Have Experienced	4	1	2.4	2.6	94.9
Have Not Experienced	5	2	4.8	5.1	100.0
Info Unavailable	8	3	7.1	missing	100.0
	Total	42	100.0	100.0	

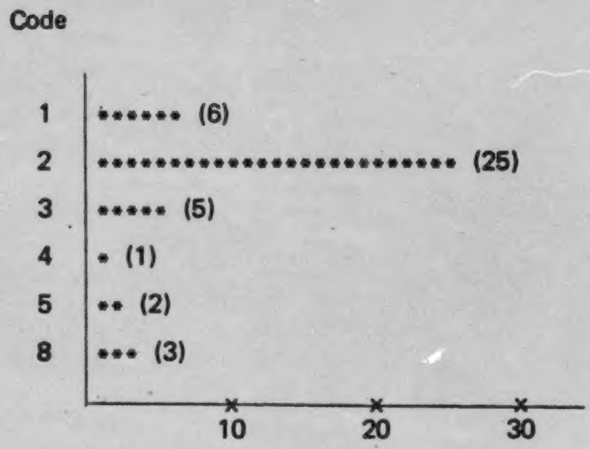

Table XIII. Graduates: C Benefit — Increased Ability to Acquire Information Independently

Category Label	Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cumulative Freq (Pct)
Most Valuable	1	2	4.8	5.1	5.1
Very Valuable	2	15	35.7	38.5	43.6
Somewhat Valuable	3	18	42.9	46.2	89.7
Not Valuable Have Experienced	4	2	4.8	5.1	94.9
Have Not Experienced	5	2	4.8	5.1	100.0
Info Unavailable	8	3	7.1	missing	100.0
	Total	42	100.0	100.0	

```
Code

     |
  1  |** (2)
  2  |*************** (15)
  3  |****************** (18)
  4  |** (2)
  5  |** (2)
  8  |*** (3)
     |_________x_________x_________x___
               10        20        30
```

Table XIV. Graduates: D Benefit — Greater Command of Fundamental Skills Such as Reading, Writing, Math

Category Label	Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cumulative Freq (Pct)
Most Valuable	1	2	4.8	5.1	5.1
Very Valuable	2	21	50.0	53.8	59.0
Somewhat Valuable	3	12	28.6	30.8	89.7
Not Valuable Have Experienced	4	3	7.1	7.7	97.4
Have Not Experienced	5	1	2.4	2.6	100.0
Info Unavailable	8	3	7.1	missing	100.0
	Total	42	100.0	100.0	

```
Code

 1  | ** (2)
 2  | ********************* (21)
 3  | ************ (12)
 4  | *** (3)
 5  | * (1)
 8  | *** (3)
    |
    +---------x---------x---------x
             10        20        30
```

Table XV. Graduates: E Benefit — Increased Ability to Communicate

Category Label	Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cumulative Freq (Pct)
Very Valuable	2	16	38.1	41.0	41.0
Somewhat Valuable	3	13	31.0	33.3	74.4
Not Valuable Have Experienced	4	5	11.9	12.8	87.2
Have Not Experienced	5	5	11.9	12.8	100.0
Info Unavailable	8	3	7.1	missing	100.0
	Total	42	100.0	100.0	

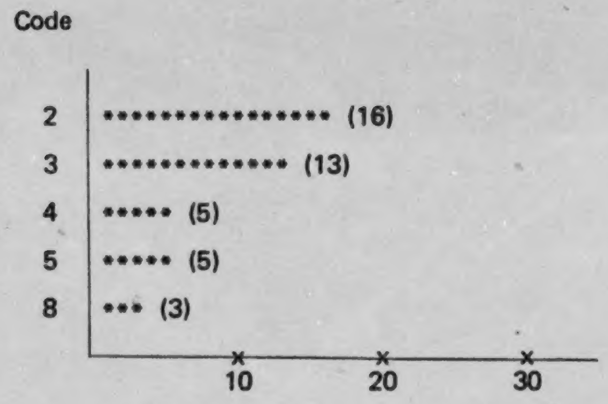

Table XVI. Graduates: F Benefit – Awareness of a Greater Variety of Career Opportunities

Category Label	Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cumulative Freq (Pct)
Most Valuable	1	2	4.8	5.1	5.1
Very Valuable	2	15	35.7	38.5	43.6
Somewhat Valuable	3	16	38.1	41.0	84.6
Not Valuable Have Experienced	4	3	7.1	7.7	92.3
Have Not Experienced	5	3	7.1	7.7	100.0
Info Unavailable	8	3	7.1	missing	100.0
	Total	42	100.0	100.0	

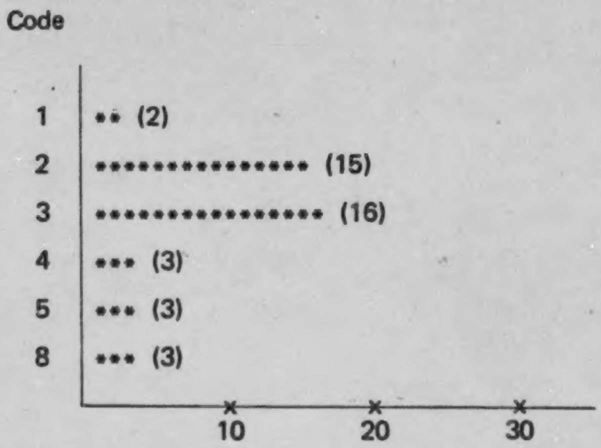

Table XVII. Graduates: G Benefit – Qualification for a Greater Variety of Career Opportunities

Category Label	Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cumulative Freq (Pct)
Most Valuable	1	5	11.9	12.8	12.8
Very Valuable	2	17	40.5	43.6	56.4
Somewhat Valuable	3	10	23.8	25.6	82.1
Not Valuable Have Experienced	4	3	7.1	7.7	89.7
Have Not Experienced	5	4	9.5	10.3	100.0
Info Unavailable	8	3	7.1	missing	100.0
	Total	42	100.0	100.0	

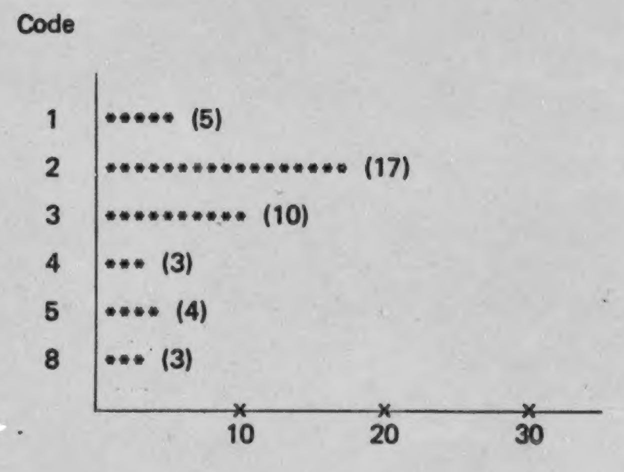

Table XVIII. Graduates: H Benefit — Preparation for a Specific Career

Category Label	Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cumulative Freq (Pct)
Most Valuable	1	1	2.4	2.6	2.6
Very Valuable	2	22	52.4	56.4	59.0
Somewhat Valuable	3	11	26.2	28.2	87.2
Not Valuable Have Experienced	4	3	7.1	7.7	94.9
Have Not Experienced	5	2	4.8	5.1	100.0
Info Unavailable	8	3	7.1	missing	100.0
	Total	42	100.0	100.0	

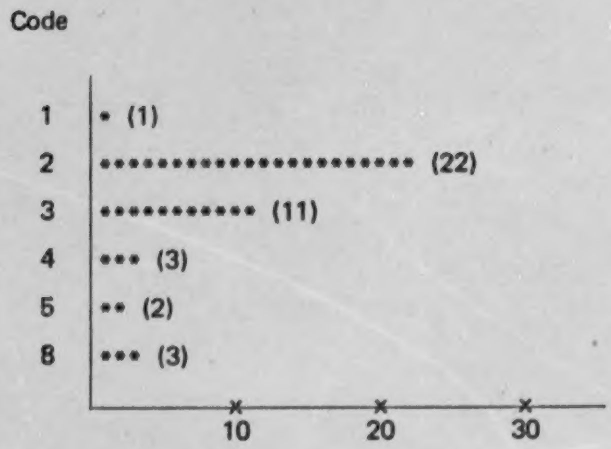

Table XIX. Graduates: I Benefit – Eligibility for Advanced Educational Opportunities

Category Label	Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cumulative Freq (Pct)
Very Valuable	2	17	40.5	43.6	43.6
Somewhat Valuable	3	16	38.1	41.0	84.6
Not Valuable Have Experienced	4	2	4.8	5.1	89.7
Have Not Experienced	5	4	9.5	10.3	100.0
Info Unavailable	8	3	7.1	missing	100.0
	Total	42	100.0	100.0	

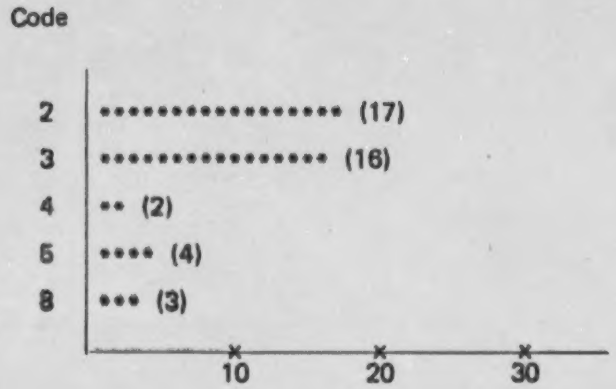

Table XX. Graduates: J Benefit – Upward Mobility

Category Label	Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cumulative Freq (Pct)
Very Valuable	2	10	23.8	25.6	25.6
Somewhat Valuable	3	11	26.2	28.2	53.8
Not Valuable Have Experienced	4	5	11.9	12.8	66.7
Have Not Experienced	5	13	31.0	33.3	100.0
Info Unavailable	8	3	7.1	missing	100.0
	Total	42	100.0	100.0	

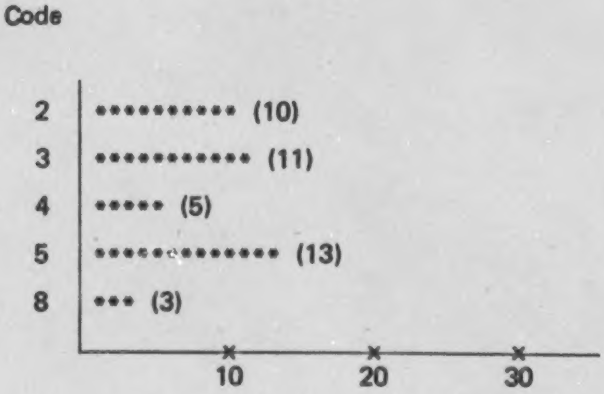

Table XXI. Graduates: KBenefit — Greater Involvement in Community Affairs

Category Label	Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cumulative Freq (Pct)
Most Valuable	1	2	4.8	5.1	5.1
Very Valuable	2	22	52.4	56.4	61.5
Somewhat Valuable	3	10	23.8	25.6	87.2
Not Valuable Have Experienced	4	3	7.1	7.7	94.9
Have Not Experienced	5	2	4.8	5.1	100.0
Info Unavailable	8	3	7.1	missing	100.0
	Total	42	100.0	100.0	

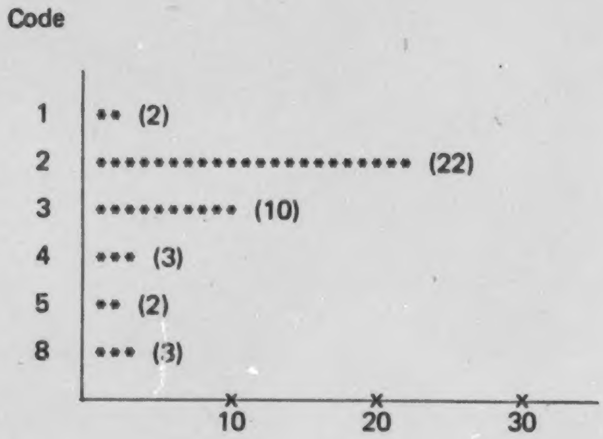

Table XXII Graduates: L Benefit — Increased Openness to Ideas and Experiences

Category Label	Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cumulative Freq (Pct)
Most Valuable	1	1	2.4	2.6	2.6
Very Valuable	2	18	42.9	46.2	48.7
Somewhat Valuable	3	12	28.6	30.8	79.5
Not Valuable Have Experienced	4	7	16.7	17.9	97.4
Have Not Experienced	5	1	2.4	2.6	100.0
Info Unavailable	8	3	7.1	missing	100.0
	Total	42	100.0	100.0	

```
Code

  1  | * (1)
  2  | ****************** (18)
  3  | ************ (12)
  4  | ******* (7)
  5  | * (1)
  8  | *** (3)
     |_________x_________x_________x______
              10        20        30
```

Table XXIII. Graduates: M Benefit — Greater Awareness of the Needs of Others

Category Label	Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cumulative Freq (Pct)
Very Valuable	2	18	42.9	47.4	47.4
Somewhat Valuable	3	15	35.7	39.5	86.8
Not Valuable Have Experienced	4	3	7.1	7.9	94.7
Have Not Experienced	5	2	4.8	5.3	100.0
Info Unavailable	8	3	7.1	missing	100.0
No Response	9	1	2.4	missing	100.0
	Total	42	100.0	100.0	

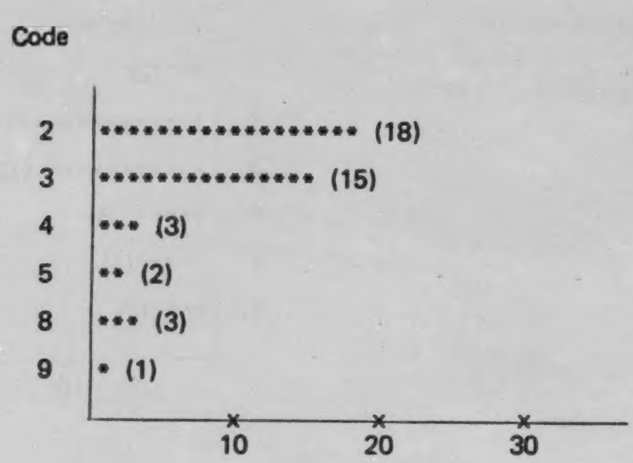

Table XXIV. Graduates: N Benefit — Increased Understanding of Others

Category Label	Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cumulative Freq (Pct)
Most Valuable	1	2	4.8	5.1	5.1
Very Valuable	2	17	40.5	43.6	48.7
Somewhat Valuable	3	11	26.2	28.2	76.9
Not Valuable Have Experienced	4	5	11.9	12.8	89.7
Have Not Experienced	5	4	9.5	10.3	100.0
Info Unavailable	8	3	7.1	missing	100.0
	Total	42	100.0	100.0	

```
Code

  1  | ** (2)
  2  | ***************** (17)
  3  | *********** (11)
  4  | ***** (5)
  5  | **** (4)
  8  | *** (3)
     |____________x___________x___________x______
                 10          20          30
```

Table XXV. Graduates: OBenefit —Increased Acceptance of Others

Category Label	Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cumulative Freq (Pct)
Very Valuable	2	11	26.2	28.2	28.2
Somewhat Valuable	3	14	33.3	35.9	64.1
Not Valuable Have Experienced	4	6	14.3	15.4	79.5
Have Not Experienced	5	8	19.0	20.5	100.0
Info Unavailable	8	3	7.1	missing	100.0
	Total	42	100.0	100.0	

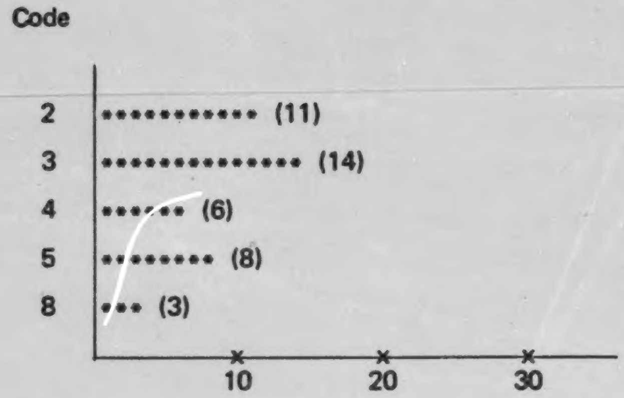

Table XXVI. Graduates: P Benefit — Increased Acceptance by others

Category Label	Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cumulative Freq (Pct)
Very Valuable	2	16	38.1	41.0	41.0
Somewhat Valuable	3	12	28.6	30.8	71.8
Not Valuable Have Experienced	4	4	9.5	10.3	82.1
Have Not Experienced	5	7	16.7	17.9	100.0
Info Unavailable	8	3	7.1	missing	100.0
	Total	42	100.0	100.0	

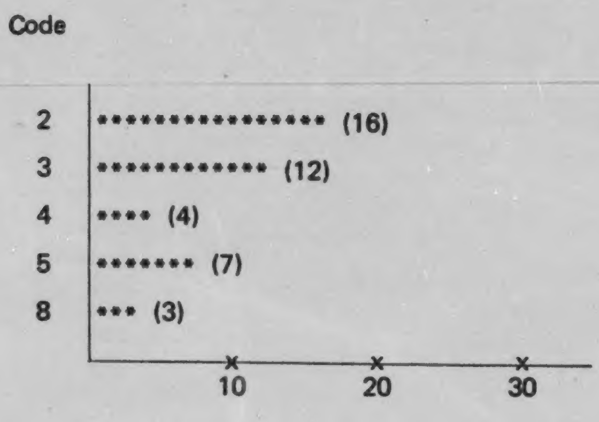

Table XXVII. Graduates: Q Benefit – Increased Skill in Getting Along With Others

Category Label	Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cumulative Freq (Pct)
Most Valuable	1	7	16.7	17.9	17.9
Very Valuable	2	23	54.8	59.0	76.9
Somewhat Valuable	3	7	16.7	17.9	94.9
Have Not Experienced	5	2	4.8	5.1	100.0
Info Unavailable	8	3	7.1	missing	100.0
	Total	42	100.0	100.0	

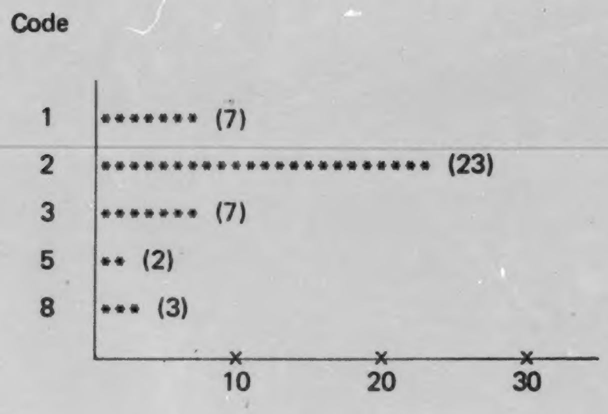

Table XXVIII. Graduates: R Benefit — Increased Understanding of Myself

Category Label	Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cumulative Freq (Pct)
Very Valuable	2	26	61.9	66.7	66.7
Somewhat Valuable	3	6	14.3	15.4	82.1
Have Not Experienced	5	7	16.7	17.9	100.0
Info Unavailable	8	3	7.1	missing	100.0
	Total	42	100.0	100.0	

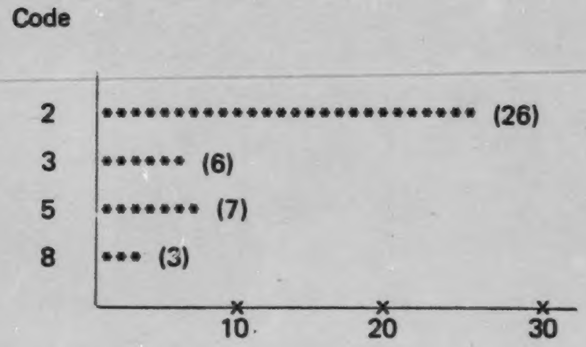

Table XXX. Graduates: T Benefit – Greater Feeling of Self Worth

Benefits	most valuable		very valuable		somewhat valuable		not valuable have experienced		have not experienced		Mean	Rank of Mean
	f	%	f	%	f	%	f	%	f	%		
A	1	2.6	14	35.9	21	53.8	2	5.1	1	2.6	3.308	9
B	5	12.8	14	35.9	17	43.6	1	2.6	2	5.1	3.487	5
C	6	15.4	25	64.1	5	12.8	1	2.6	2	5.1	3.821	2
D	2	5.1	15	38.5	18	46.2	2	5.1	2	5.1	3.333	8
E	2	5.1	21	53.8	12	30.8	3	7.7	1	2.6	3.513	4
F	0	0.0	16	41.0	13	33.3	5	12.8	5	12.8	3.026	15
G	2	5.1	15	38.5	16	41.0	3	7.7	3	7.7	3.256	12
H	5	12.8	17	43.6	10	25.6	3	7.7	4	10.3	3.410	7
I	1	2.6	22	56.4	11	28.2	3	7.7	2	5.1	3.436	6
J	0	0.0	17	43.6	16	41.0	2	5.1	4	10.3	3.179	14
K	0	0.0	10	25.6	11	28.2	5	12.8	13	33.3	2.462	18
L	2	5.1	22	56.4	10	25.6	3	7.7	2	5.1	3.487	5
M	1	2.6	18	46.2	12	30.8	7	17.9	1	2.6	3.282	11
N	0	0.0	18	47.4	15	39.5	3	7.9	2	5.3	3.289*	10
O	2	5.1	17	43.6	11	28.2	5	12.8	4	10.3	3.205	13
P	0	0.0	11	28.2	14	35.9	6	15.4	8	20.5	2.718	17
Q	0	0.0	16	41.0	12	30.8	4	10.3	7	17.9	2.949	16
R	7	17.9	23	59.0	7	17.9	0	0.0	2	5.1	3.846	1
S	2	5.1	27	69.2	5	12.8	0	0.0	5	12.8	3.538	3
T	0	0.0	26	66.7	6	15.4	0	0.0	7	17.9	3.308	9

*extrapolated

Key: 1. frequency and percent, calculated separately for each variable are based on the N for a given variable.
2. N = 39 (exception, N Benefit where N = 38).

Table XXXI. Graduates: Summary of Perceived Benefits of the College Experience

Examination of Table XXXI indicates that although no one particular benefit received a large number of votes, R Benefit (increased understanding of myself) was rated the most valuable by the greatest number of people (N=7). This is followed by C Benefit (increased ability to acquire information independently) (N=6), and B and H Benefits (development of skills to analyze and synthesize ideas and issues, preparation for a specific career) (N=5). In view of the large number of choices, these selections are revealing.

Another interesting observation which is even more meaningful is the high frequency of positive responses for all but two benefits.

One exception to these positive evaluations is K Benefit (greater involvement in community affairs). Perhaps many subjects feel they were already sufficiently involved prior to college and, therefore, the degree of this involvement was either not influenced by the college experience or decreased as a result. A second exception is P Benefit (increased acceptance by others). This is noteworthy only in comparison to the extremely high ratings received by the other benefits. Even though 11 subjects (28.2%) did find it very valuable and 14 subjects (35.9%) found it somewhat valuable, fewer subjects rated it as highly as other benefits. In addition, 8 subjects (20.5%) stated that they did not experience it at all.

Regardless of their relatively low ratings as compared to the other variables, these two exceptions do not negate the highly positive perceptions of benefits received by HEOP graduates as a result of attending college.

In spite of the positive conclusions which can be drawn from a perusal of Table XXXI, the analysis would not be complete without utilizing a method which provides a more rigorously based comparison between benefits. This was accomplished by calculating a mean for each benefit. The mean was obtained by multiplying the response frequency within each category by a weighted category score, summing these results and dividing by the total number of responses for the particular benefit. For this analysis, the following weighted category scores were used: 5 = the most valuable, 4 = very valuable, 3 = somewhat valuable, 2 = not valuable have experienced, 1 = have not experienced. The mean and the rank order of the mean for each variable are presented in the last two columns of Table XXXI.

Examination of these columns reveals that all but three benefits have a mean which exceeds 3.0. This again provides strong evidence for the worth of the college experience as perceived by HEOP graduates.

The 20 benefits listed in order of the rank of the means are presented below:

Benefit	Rank
R - increased understanding of myself	1
C - increased ability to acquire information independently	2
S - greater self confidence	3
E - increased ability to communicate	4
B - development of skills to analyze and synthesize ideas and issues	5
L - increased openness to ideas and experiences	5
I - eligibility for advanced educational opportunity	6
H - preparation for a specific career	7
D - greater command of fundamental skills such as reading, writing, math	8
A - acquisition of specific facts, concepts and ideas	9
T - greater feeling of self worth	9
N - increased understanding of others	10
M - greater awareness of the needs of others	11
G - qualification for a greater variety of career opportunities	12
O - increased acceptance of others	13
J - upward mobility	14
F - awareness of a greater variety of career opportunities	15
Q - increased skill in getting along with others	16
P - increased acceptance by others	17
K - greater involvement in community affairs	18

b. Subset 2

The second subset of attitudinal variables presents data relevant to an evaluation of the college experience and the perception of its effect on the post college experience. Responses to this subset were elicited by asking subjects to agree or disagree with a series of statements. These statements and the variables to which they refer are presented below in the order in which they are listed on the graduate form of the survey.

Variable: A Feeling - Most of What I Learned at College was Worthwhile

Responses to this statement are presented in Table XXXII (page 59). It is readily apparent that the majority of graduates (82.1%) agree with the statement and feel, therefore, that the knowledge acquired while they were enrolled in college was of value.

Variable: B Feeling - My College Experience Helped Me Get a Better Job

Data relevant to this statement are presented in Table XXXIII (page 59). Since the content of this statement is so highly related to employment, it would seem reasonable to assume that the responses to the present variable would correspond closely to the employment situation of the respondents (i.e., those who agree would be employed; those who disagree would be unemployed). Comparison of responses for the two variables reveals that 69.2% agreed that college helped in terms of employment, whereas 75.6% are presently employed. Alternatively, 28.2% disagreed, whereas 24.4% are presently unemployed.

While the responses for the two variables are fairly close, there appear to be slight discrepancies (i.e., a lower percentage agreed than are employed; a higher percentage disagreed than are unemployed). These discrepancies might possibly be explained by the factor of job satisfaction. These data might be interpreted as indicating that several employed respondents are

Category Label	Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cumulative Freq (Pct)
Agree	1	32	76.2	82.1	82.1
Disagree	2	7	16.7	17.9	100.0
Info Unavailable	8	3	7.1	missing	100.0
	Total	42	100.0	100.0	

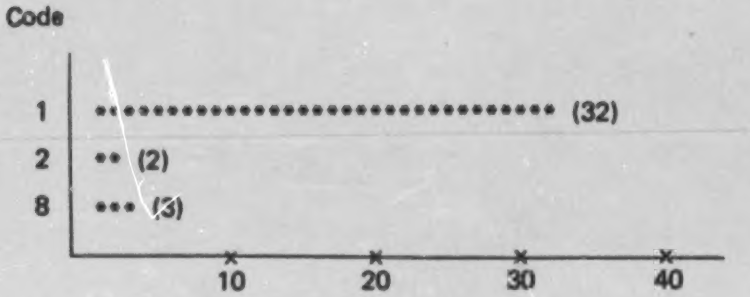

Table XXXII. Graduates: A Feeling – Most of What I Learned at College Was Worthwhile

Category Label	Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cumulative Freq (Pct)
Agree	1	27	64.3	69.2	69.2
Disagree	2	11	26.2	28.2	97.4
Doesn't Apply	4	1	2.4	2.6	100.0
Info Unavailable	8	3	7.1	missing	100.0
	Total	42	100.0	100.0	

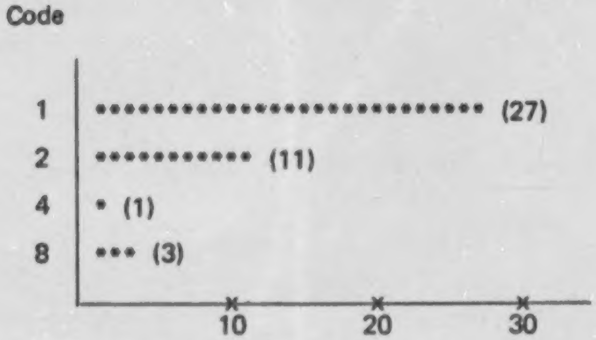

Table XXXIII. Graduates: B Feeling – My College Experience Helped Me Get a Better Job

dissatisfied with their present job, or alternatively, have not improved their job status since graduating because they did not make a positive change in their jobs after graduation. If this were the case, the group of respondents who disagreed should, according to the above assumption, consist of most of the unemployed plus a few disgruntled employed.

Further investigation corroborates both of the above explanations but surprisingly does not support the assumption. Of the 11 subjects who disagreed, 4 have lower career level jobs (e.g., laborer) or jobs which are related to their field but are not commensurate with their training (e.g., Teacher - Day Care Center), 2 have the same jobs they had before they graduated and surprisingly, only 5 are unemployed. This means that the remaining 5 unemployed subjects agreed with the statement that college helped in terms of employment. Apparently, they have great confidence in the ultimate value of their college experience.

Variable: C Feeling - My College Degree is Useful

Table XXXIV (page 61) indicates responses to this variable.

This table reveals the large percentage (89.7%) of graduates who feel that their college degree is useful

Variable: D Feeling - I Would Not Have Gone to College if HEOP Had Not Been Available

The data relevant to this statement are presented in Table XXXV (page 61).

More than half of the respondents (53.8%) agreed that without HEOP they couldn't have attended college. Many of the graduates who disagreed stated that they would have worked or borrowed the money. Others commented that they would have found other aid. The tone of these dissenting comments suggests a highly motivated group who would have "found a way".

Category Label	Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cumulative Freq (Pct)
Agree	1	35	83.3	89.7	89.7
Disagree	2	4	9.5	10.3	100.0
Info Unavailable	8	3	7.1	missing	100.0
	Total	42	100.0	100.0	

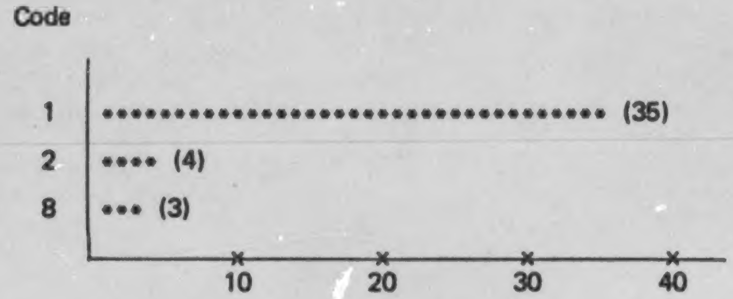

Table XXXIV. Graduates: C Feeling – My College Degree is Useful

Category Label	Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cumulative Freq (Pct)
Agree	1	21	50.0	53.8	53.8
Disagree	2	17	40.5	43.6	97.4
I Don't Know	3	1	2.4	2.6	100.0
Info Unavailable	8	3	7.1	missing	100.0
	Total	42	100.0	100.0	

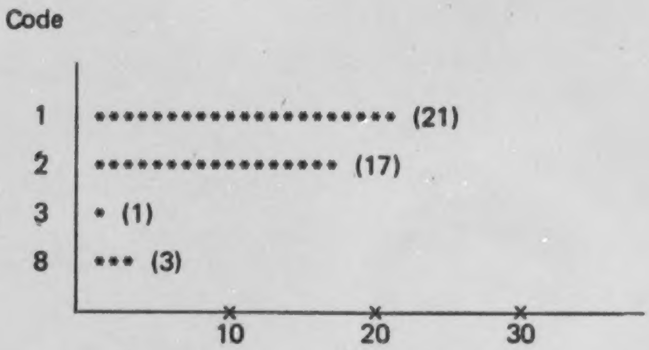

Table XXXV. Graduates: D Feeling – I Would Not Have Gone to College if HEOP Had Not Been Available

Several of the respondents who disagreed mentioned in the comment section that they couldn't have made it without HEOP. These discrepancies indicate a possible misinterpretation of the question. Since the question was stated in the negative, this might have been a cause for confusion.

One respondent who disagreed told the interviewer that she would have gone to college anyway, but would not have made it without HEOP. An additional subject said that everyone should go to college tuition free, in which case there would be no need for HEOP.

Variable: E Feeling - I Would Recommend Going to College Through HEOP to Others

Responses to this statement are presented in Table XXXVI (page 64).

A resounding majority (92.3%) agreed that they would recommend HEOP to others. Several added the word "definitely" on their surveys, and one went so far as to give advice to new HEOP students, stating that they should be sure to acquire marketable knowledge.

Variable: F Feeling - I Am Better Off Than I Would Have Been Without a College Education

Table XXXVII (page 64) presents the responses to this statement.

Again, the results of this analysis exemplify the strong agreement with most of the statements in this subset of variables. Although a few respondents seemed bitter and others a little hostile, the majority were positive and even grateful.

3. Comments

Twenty-eight graduates commented on their college experience and/or the HEOP program at their respective colleges. These comments are located in Appendix E1. The comments for each topic are presented in the following order: positive statements, statements which contain both positive and negative elements, and negative statements. A list of recommendations follows the lists of comments.

Category Label	Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cumulative Freq (Pct)
Agree	1	36	85.7	92.3	92.3
Disagree	2	2	4.8	5.1	97.4
I Don't Know	3	1	2.4	2.6	100.0
Info Unavailable	8	3	7.1	missing	100.0
	Total	42	100.0	100.0	

```
Code

  1  | ************************************ (36)
  2  | ** (2)
  3  | * (1)
  8  | *** (3)
     |_________x_________x_________x_________x____
              10        20        30        40
```

Table XXXVI. Graduates: E Feeling — I Would Recommend Going to College Through HEOP to Others

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Category Label	Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cumulative Freq (Pct)
Agree	1	32	76.2	84.2	84.2
Disagree	2	6	14.3	15.8	100.0
Info Unavailable	8	3	7.1	missing	100.0
No Response	9	1	2.4	missing	100.0
	Total	42	100.0	100.0	

```
Code

  1  | ******************************** (32)
  2  | ****** (6)
  8  | *** (3)
  9  | * (1)
     |_________x_________x_________x_________x____
              10        20        30        40
```

Table XXXVII. Graduates: F Feeling — I Am Better Off Than I Would Have Been Without a College Education

B. Dropouts

The presentation of results and discussion for the pooled sample of dropouts follows the same format used in the presentation of results for the graduates. As in the previous section, the adjusted frequency column of the CODEBOOK subprogram results serves as the basis for interpretation when missing data is present. Otherwise, the relative frequency column is utilized. In these cases, the adjusted frequency column is eliminated from the tables. Histograms are included in the tables except when they fail to contribute to data interpretation.

1. Biographic/Demographic Variables

The first group of variables for the dropout sample pertains to factual information of the biographic/demographic type. The first subset within this group consists of the 7 variables presented previously in the section which describes the sample. The second subset includes those variables which are presented and discussed in this Results and Discussion Section. Specifically, they pertain to educational and job related information.

Variable: Entered - Year of Entry into the Target College

Data relevant to this variable are presented in Table XXXVIII (page 66). A discussion of the logic used to delineate entry points will be included in the presentation of results for the variable Time In (page 71).

Examination of Table XXXVIII reveals that the majority of the dropout sample entered college during the early program years. By the beginning of the 1973 spring semester, 59 students or 77.6% of the sample were already enrolled in college. In comparison, only 17 of the dropouts (22.4%) entered during the more recent program years (i.e., 1973/74, 1974/75).

Category Label	Code	Absolute Freq	Relative Freq (Pct)	Cumulative Freq (Pct)
Sum 70 Fall 70 Sp 71	1	20	26.3	26.3
Sum 71 Fall 71 Sp 72	2	19	25.0	51.3
Sum 72 Fall 72 Sp 73	3	20	26.3	77.6
Sum 73 Fall 73 Sp 74	4	13	17.1	94.7
Sum 74 Fall 74 Sp 75	5	4	5.3	100.0
	Total	76	100.0	

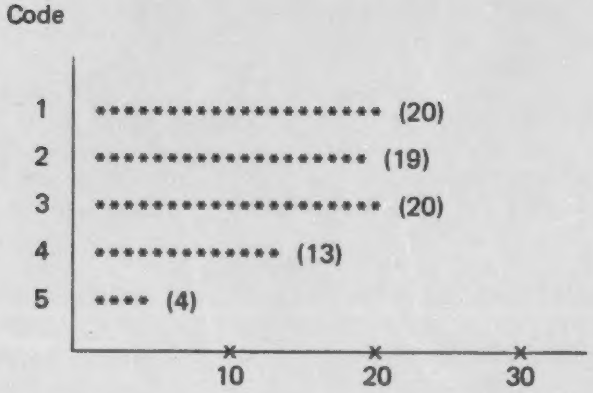

Table XXXVIII. Dropouts: Entered — Year of Entry Into the Target College

It has been demonstrated previously (Wolf and Sylves, 1974), that the degree of provision of supportive services (counseling and educational assistance or remediation) appear to be related to achievement level (GPA) and persistence. This finding could explain the higher dropout rates for early entrants since it is known that during the formative years program support services were not yet at their present stage of development.

In reference to the low number of dropouts who entered during the later program years and with the awareness that most terminations occur during the first two years of college (see variable - Time In), an alternative explanation should be considered. It has been established that there are two peak periods for dropping out of college. One is just prior to exams, at the end of a semester. The second period is between semesters, especially over the summer between the Spring and Fall semesters. Since the student who terminates during the second period commits no observable act but is only detected upon failure to register for the following (especially fall) semester, his absence or act of dropping out is not apparent until after the beginning of the next semester.

The specific sample of dropouts provided for this study by the participating institutions included only those dropouts who had left college during or prior to the Summer of 1975. Accordingly, this sample included those dropouts of the first type - that is, those who left college prior to the end of a semester. However, the sample does not include subjects of the second type - that is, those who failed to register for the Fall 1975 semester. Consequently, the low number of dropouts reported for the class who entered college during the year 1973/74 may not reflect reality and might increase if students who failed to re-enter during the Fall of 1975 had been included in the sample.

Variable: Dropped - Year Dropped From the Target College

Table XXXIX (page 69, presents the data for this variable. The method used to delineate termination dates is included in the presentation of the next variable - Time In.

The data presented in Table XXXIX reveals primarily that the proportion of terminations remained relatively constant between the years 1971/72 and 1974/75. Additionally, it might be noted that the pattern of responses for this variable seems somewhat familiar. If the distribution is compared to the response frequencies of the previous variable (Entered), a similarity is noted immediately. This similarity is easily explainable if a majority of students terminated fairly soon after entering college - within a year or two. The results of the variable Time In, which are presented next, do in fact confirm this supposition.

Variable: Time In - Length of Time in College

Entering and drop dates for each student were obtained from the participating colleges. Since reporting methods differed (i.e., some schools recorded month and year, some season and year), it was not always possible to ascertain precisely when a student left college. The length of time a student was exposed to college was, therefore, calculated in the following manner.

The semester or summer during which a student entered was considered the initialization of the college experience. The semester or summer during which the student dropped was considered the time of termination and was included as part of the college experience except when the drop date was clearly reported as having occurred at the beginning of a semester (e.g., 9/71, 1/73, or 7/74), and then it was not considered part of the college experience. The semester or summer just prior to this date was used as the termination for

Category Label	Code	Absolute Freq	Relative Freq (Pct)	Cumulative Freq (Pct)
Sum 70 Fall 70 Sp 71	1	3	3.9	3.9
Sum 71 Fall 71 Sp 72	2	16	21.1	25.0
Sum 72 Fall 72 Sp 73	3	21	27.6	52.6
Sum 73 Fall 73 Sp 74	4	21	27.6	80.3
Sum 74 Fall 74 Sp 75	5	13	17.1	97.4
Sum 75	6	2	2.6	100.0
	Total	76	100.0	

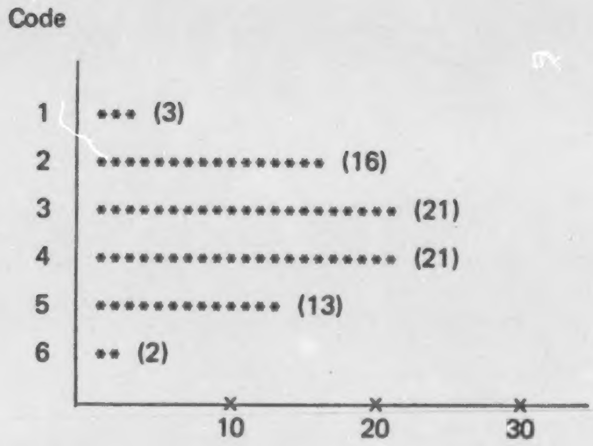

Table XXXIX. Dropouts: Dropped — Year Dropped From the Target College

these students.

The variable Time In was then formed for each student by tallying the number of semesters and summers between and including initialization and termination. This tally was then transformed into the code used for this variable. Table XL (page 71) presents the results of the analysis of this data.

Upon examination of Table XL, it is immediately apparent that the Freshman year is the most crucial. 53.9% of the respondents left college during or just after the first year. By the end of the second year, 86.8% of the sample had terminated their college experience.

The results of this analysis confirm the supposition presently previously; that is, most students terminate within a year or two after entering college. Once again, this provides evidence that the provision of strong supportive services during the first two years of college should be a program priority.

Variable: Employed - Present Employment Status

Results indicating the present employment status of the sample of dropouts are presented in Table XLI (page 72).

The results of this analysis show that 54 subjects or 72% of the sample of the respondents (N=75) have either full or part time employment. Conversely, 21 subjects or 28% are unemployed. However, 5 of the unemployed subjects are currently enrolled in four year institutions of higher learning and, therefore, should not legitimately be counted as part of the unemployed sample. When they are eliminated from this group, the respondent sample equals 70, the unemployed N=16, and, therefore, the unemployment rate for this sample of dropouts becomes 21.3%.

In order to interpret this result in a meaningful way, it is necessary to derive employment expectancies which are predicated upon the racial composi-

Category Label	Code	Absolute Freq	Relative Freq (Pct)	Cumulative Freq (Pct)
1 Sem 1 Sum or Less	1	18	23.7	23.7
1 Sem Plus 1 Sum	2	5	6.6	30.3
2 Semesters	3	10	13.2	43.4
2 Sem Plus 1 Sum	4	8	10.5	53.9
3 Sem Plus 1 Sum	5	10	13.2	67.1
3 Sem Plus 2 Sum	6	4	5.3	72.4
4 Sem Plus 1 Sum	7	7	9.2	81.6
4 Sem Plus 2 Sum	8	4	5.3	86.8
5 Sem Plus 2 Sum	9	3	3.9	90.8
6 Sem Plus 3 Sum	10	2	2.6	93.4
7 Sem Plus 3 Sum	11	2	2.6	96.1
8 Sem Plus 3 Sum	12	2	2.6	98.7
8 Sem Plus 4 Sum	13	1	1.3	100.0
	Total	76	100.0	

Table XL. Dropouts: Time In – Length of Time in College

Category Label	Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cumulative Freq (Pct)
Yes Full Time	1	44	57.9	58.7	58.7
Yes Part Time	2	10	13.2	13.3	72.0
No	3	21	27.6	28.0	100.0
No Response	9	1	1.3	missing	100.0
	Total	76	100.0	100.0	

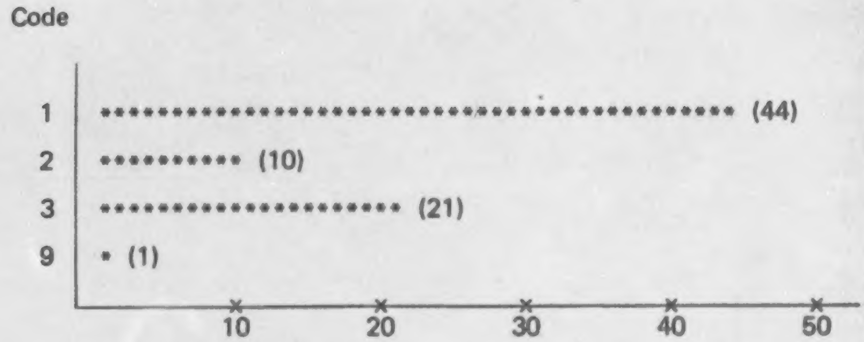

Table XLI. Dropouts: Employed – Present Employment Status tion of the dropout sample since it has been documented that the unemployment rates for minorities and whites differ. The statistics used for this analysis were obtained from personal conversation with personnel from the regional office of the New York State Department of Labor, Division of Research and Statistics, and from the publication Statistics on Minorities and Women (Department of Labor, April, 1976).

Accordingly, the unemployment expectancies for minority and white groups in Western New York were computed and utilized to derive the number of unemployed which could be expected for the two groups within the dropout sample. The expected number for each group was then combined and this expected total was compared to the actual number of unemployed for the total sample of dropouts.

Results of this analysis indicate that the expected number of unemployed for a sample with a racial ratio equivalent to that of the present dropout sample should equal 13. In actuality, the number is 16. Such a discrepancy does not deviate meaningfully from what might be expected in a racially equivalent random sample.

In addition to the racial composition, the present dropout sample is not random according to the age variable. The subjects in this study are relatively young. It is generally known that higher unemployment rates exist for younger people. This is documented by Bureau of Labor statistics from 1975 for the total national employed labor force. These statistics reveal, for example, that in March of 1975, 8.7% of all civilian workers were unemployed. The unemployment rate for workers 20 years and older was 7.7%. For workers between the ages of 16 and 18, however, the rate was 20.6%. Since the modal age of the dropout sample is 23 with a range from 19 to 53, this sample is subject to an age effect. This age effect might possibly explain the small discrepancy of 3 between the actual and the expected unemployment figures.

Variable: Highest Income - Highest Earned Yearly Income Since Leaving College

Table XLII (page 75) indicates the highest income for a one year period earned by the sample of dropouts.

Although the responses to this question are widely scattered, the highest percentage of dropouts (31.8%) reported earnings less than $3600. Twelve respondents in this category are unemployed, but 3 of them are presently enrolled in school, 4 are employed part time, and 5 are employed full time. Six subjects (9.1%) reported incomes between $3601 and $5100, and 12 subjects (18.2%) earned between $5101 and $6500.

At the opposite end of the scale, 11 dropouts (16.7%) reported earnings between $7801 and $10,000. Finally, 6 respondents (9.1%) earned an income of over $10,000.

It should be noted that the above results are based on a sample of 66 respondents. Information was unavailable for 5 subjects, and another 5 either did not respond (N=2), or refused to respond (N=3).

Variable: Occupation - Present Occupational Category

The Dictionary of Occupational Titles (DOT) was used to classify the occupations of the dropouts in the present sample. The dictionary and the classification procedure have been described previously in the Graduate Result Section (page 26).

Data relevant to the occupations of the dropout sample are presented in Table XLIII (page 76).

Table XLIII indicates that approximately 50% of the responding dropouts have jobs in the first two categories (i.e., Professional, Technical and Managerial; and Clerical and Sales). The largest single category is Clerical

Category Label	Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cumulative Freq (Pct)
0–3600	1	21	27.6	31.8	31.8
3601–5100	2	6	7.9	9.1	40.9
5101–6500	3	12	15.8	18.2	59.1
6501–7800	4	10	13.2	15.2	74.2
7801–9000	5	5	6.6	7.6	81.8
9001–10000	6	6	7.9	9.1	90.9
10001–11000	7	1	1.3	1.5	92.4
12001–12800	9	1	1.3	1.5	93.9
Over 12800	10	4	5.3	6.1	100.0
Refused to Respond	97	3	3.9	missing	100.0
Info Unavailable	98	5	6.6	missing	100.0
No Response	99	2	2.6	missing	100.0
	Total	76	100.0	100.0	

Table XLII. Dropouts: Highest Income – Highest Earned Yearly Income Since Leaving College

Category Label	Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cumulative Freq (Pct)
Professional, Technical, Managerial	1	15	19.7	21.1	21.1
Clerical, Sales	2	22	28.9	31.0	52.1
Service	3	10	13.2	14.1	66.2
Machines Trades	6	2	2.6	2.8	69.0
Bench Work	7	1	1.3	1.4	70.4
Structural Work	8	2	2.6	2.8	73.2
Miscellaneous	9	1	1.3	1.4	74.6
Unemployed No Jobs	90	8	10.5	11.3	85.9
Unemployed Had Jobs	91	10	13.2	14.1	100.0
Refused to Respond	97	3	3.9	missing	100.0
Info Unavailable	98	1	1.3	missing	100.0
No Response	99	1	1.3	missing	100.0
	Total	76	100.0	100.0	

Table XLIII. Dropouts: Occupations — Present Occupational Category and Sales (31%). This is followed by Professional, Technical and Managerial (21.1%), and Service (14.1%). However, the calculation of percent for these categories is based on a sample size of 71. Since this sample excludes nonrespondents but includes the unemployed, the percents are really not representative of the employed respondents. Recalculation of these percents based only on the sample of employed dropouts (N=53) produces the following results:

Occupational Group	DOT Category	Relative Freq (Pct)	Cumulative Freq (Pct)
White Collar	Profess Tech Manage	28.3	28.3
	Clerical, Sales	41.5	69.8
Service	Service	18.9	88.7
Blue Collar	Machines Trades	3.8	92.5
	Bench Work	1.9	94.4
	Structural Work	3.8	98.2
	Miscellaneous	1.9	100.0

These results present even more graphically the job distributions of the employed dropouts, emphasizing the larger frequencies in the first 3 categories (white collar and service) as compared to the last 3 categories (blue collar).

The within group occupational comparisons presented above provide one method of documenting and evaluating the career related post college experiences of the dropout sample. A between group comparison which contrasts this distribution of occupations with a distribution for the total employed labor force in the United States would provide an additional basis for evaluation. This between group comparison, based on 1974 data from the Bureau of Labor Statistics, is presented below.

Occupational Group	Dropout Sample %	U.S. Employed Labor Force %
White Collar Workers	69.8	48.6
Professional, Technical, Managerial	28.3	24.8
Clerical and Sales	41.5	23.8
Service Workers	18.9	13.2
Blue Collar Workers	7.6	34.6

This comparison provides a favorable evaluation of the career related post college experiences of the employed sample of dropouts. Compared to the total U.S. employed labor force, a higher percentage of dropouts have white collar jobs, fewer have blue collar jobs.

It should be noted however, that without more detailed job descriptions for both groups, the above comparison should be viewed with caution.

A list of the specific jobs held by dropouts is presented in Appendix D3.

Variable: Number of Jobs - Number of Different Jobs Since Leaving College

The responses to this variable are presented in Table XLIV (page 79).

It is immediately apparent that a large percentage of respondents (41/69.4%) have had only one job since leaving college. Of this number, 7 are presently unemployed. Therefore, 34/47% of the 72 subjects who responded to this item have remained in one job since they terminated their college experience. Thirteen of the 16 respondents who reported having 2 jobs are still employed in their second job. Finally, 4% of the 5 subjects who have been employed in 3 different jobs have retained their third job.

A total of 9 respondents have been unemployed since leaving college. In an attempt to understand their continued lack of employment, selected characteristics of the 9 subjects were examined. Accordingly, six subjects are female, 3 are male. Their tenure in college ranged from 1 semester or less to 4 semesters plus one summer; that is, from less than one semester to not more than two years. Their entry dates are not confined to any one particular year; rather they range approximately equally from 1970/71 to 1973/74.

Four of the 9 unemployed subjects who have never held a job left college in 1973/74, the others terminated during 1970/71 and 1972/73. If dropouts had left college recently, they might not have had time to find a job. However,

Category Label	Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cumulative Freq (Pct)
0	0	9	11.8	12.5	12.5
1	1	41	53.9	56.9	69.4
2	2	16	21.1	22.2	91.7
3	3	5	6.6	6.9	98.6
4	4	1	1.3	1.4	100.0
Refused to Respond	7	1	1.3	missing	100.0
Info Unavailable	8	2	2.6	missing	100.0
No Response	9	1	1.3	missing	100.0
	Total	76	100.0	100.0	

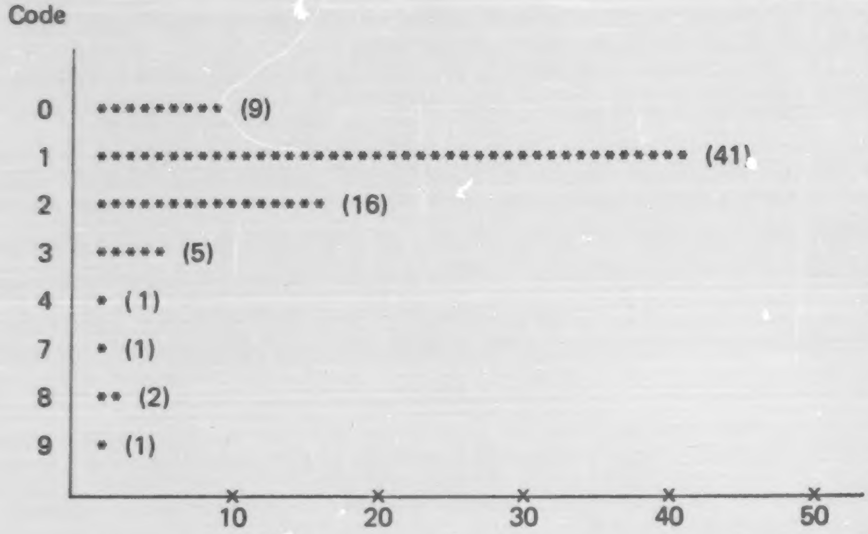

Table XLIV. Dropouts — Number of Jobs — Number of Different Jobs Since Leaving College for this group, the span between termination and the time the data was collected seems long enough for these subjects to have obtained some type of employment.

Other than the sex factor in this group (i.e., the majority are female), there does not appear to be any common characteristics which could provide an explanation for the unemployed status of these particular subjects.

Variable: Added Ed - Additional Education Since Leaving College

Table XLV (page 81) describes the responses to this variable.

Perhaps the most exciting finding of this study is revealed in Table XLV. Thirty-three of the 70 respondents to this question, or 47.1% have continued their education since they originally dropped out of college. Six subjects (8.6%) actually completed a program, 14 (20%) returned to take courses, and 13 (18.6%) are presently enrolled in four year colleges or universities. These include institutions such as Canisius College, SUNY at Buffalo, SUC at Buffalo, SUC at Fredonia, SUC at Oswego, C.W. Post College, and Saint Bonaventure University. In addition, one subject has reapplied to one of the three participating schools and will be readmitted in the fall. Several respondents who have not continued stated that they wish they had.

2. Attitudinal Variables

The second group of variables to be reported for the dropout sample pertains to attitudinal information, and is divided into two subsets. The first subset of results presents data related to 19 perceived benefits of college. The second subset presents data relevant to an evaluation of the college experience and the perception of its effect on the post college experience.

Category Label	Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cumulative Freq (Pct)
Yes Completed Prog	1	6	7.9	8.6	8.6
Yes Took Courses	2	14	18.4	20.0	28.6
Enrolled Now	3	13	17.1	18.6	47.1
No	4	37	48.7	52.9	100.0
Refused to Respond	7	1	1.3	missing	100.0
Info Unavailable	8	4	5.3	missing	100.0
No Response	9	1	1.3	missing	100.0
	Total	76	100.0	100.0	

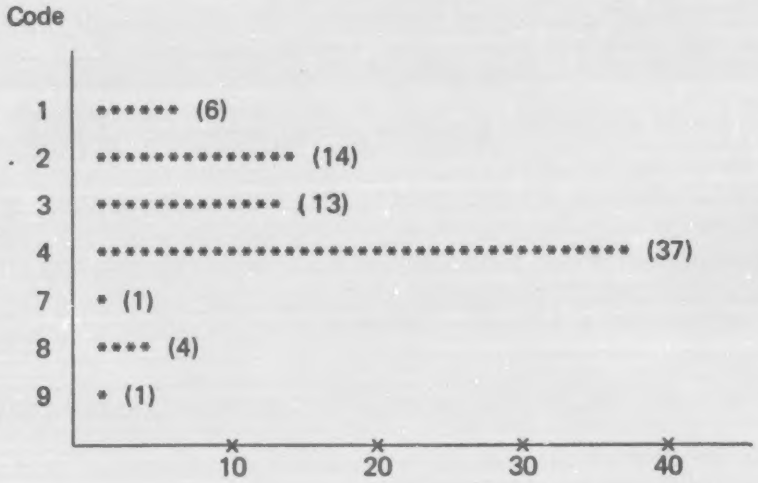

Table XLV. Dropouts: Added Ed — Additional Education Since Leaving College

a. Subset 1

This section is organized in the following manner: The results for all 19 variables are presented first in Tables XLVI through LXIV (pages 83 through 101). A summary and discussion of the combined results follows in Table LXV (page 102).

When responding to these 19 variables, subjects were asked to check those benefits which they considered valuable and then put the number one in front of the one variable which they considered the most valuable. Most subjects responded in this way. A few, however, apparently had difficulty deciding which benefit was the most valuable, since they put a 1 in front of several benefits. In these cases, all variables which were given 1's by a given subject were punched as 1's. Additionally, several subjects did not select any of the benefits as being most valuable. In these cases, no 1's were punched. As a result of these few deviations, there is a discrepancy in the number of responses in the most valuable category. For a total respondent sample of 66, there are 59 total 1's in the most valuable category. This should be noted when interpreting that category.

One other slight deviation in responses deserves mention. Two respondents indicated that they possessed these traits and abilities before coming to college. These responses were placed in a category labeled "had before".

Category Label	Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cumulative Freq (Pct)
Most Valuable	1	3	3.9	4.5	4.5
Valuable	2	40	52.6	60.6	65.2
Not Valuable	3	21	27.6	31.8	97.0
Had Before	4	2	2.6	3.0	100.0
Refused to Respond	7	1	1.3	missing	100.0
Info Unavailable	8	4	5.3	missing	100.0
No Response	9	5	6.6	missing	100.0
	Total	76	100.0	100.0	

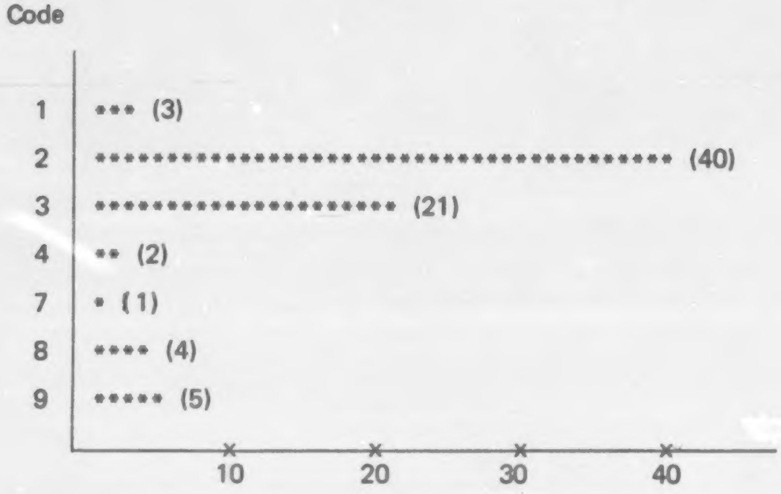

Table XLVI. Dropouts: A Benefit – Acquisition of Specific Facts, Concepts and Ideas

Category Label	Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cumulative Freq (Pct)
Valuable	2	38	50.0	57.6	57.6
Not Valuable	3	26	34.2	39.4	97.0
Had Before	4	2	2.6	3.0	100.0
Refused to Respond	7	1	1.3	missing	100.0
Info Unavailable	8	4	5.3	missing	100.0
No Response	9	5	6.6	missing	100.0
	Total	76	100.0	100.0	

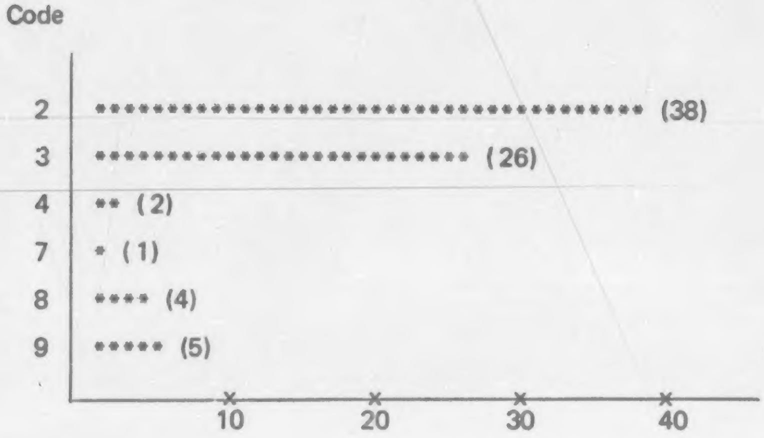

Table XLVII. Dropouts: B Benefit – Development of Skills to Analyze and Synthesize Ideas and Issues

Category Label	Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cumulative Freq (Pct)
Most Valuable	1	3	3.9	4.5	4.5
Valuable	2	35	46.1	53.0	57.6
Not Valuable	3	26	34.2	39.4	97.0
Had Before	4	2	2.6	3.0	100.0
Refused to Respond	7	1	1.3	missing	100.0
Info Unavailable	8	4	5.3	missing	100.0
No Response	9	5	6.6	missing	100.0
	Total	76	100.0	100.0	

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Code
     |
  1  | *** (3)
  2  | *********************************** (35)
  3  | ************************** (26)
  4  | ** (2)
  7  | * (1)
  8  | **** (4)
  9  | ***** (5)
     |
     +---------x---------x---------x---------x----
              10        20        30        40
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Table XLVIII. Dropouts: C Benefit – Increased Ability to Acquire Information Independently

Category Label	Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cumulative Freq (Pct)
Most Valuable	1	2	2.6	3.0	3.0
Valuable	2	39	51.3	59.1	62.1
Not Valuable	3	23	30.3	34.8	97.0
Had Before	4	2	2.6	3.0	100.0
Refused to Respond	7	1	1.3	missing	100.0
Info Unavailable	8	4	5.3	missing	100.0
No Response	9	5	6.6	missing	100.0
	Total	76	100.0	100.0	

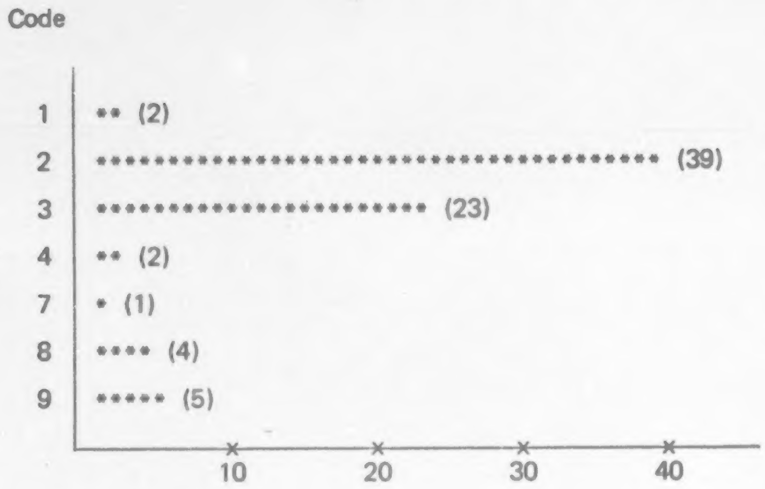

Table XLIX. Dropouts: D Benefit – Greater Command of Fundamental Skills Such as Reading, Writing, Math

Category Label	Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cumulative Freq (Pct)
Most Valuable	1	7	9.2	10.6	10.6
Valuable	2	26	34.2	39.4	50.0
Not Valuable	3	31	40.8	47.0	97.0
Had Before	4	2	2.6	3.0	100.0
Refused to Respond	7	1	1.3	missing	100.0
Info Unavailable	8	4	5.3	missing	100.0
No Response	9	5	6.6	missing	100.0
	Total	76	100.0	100.0	

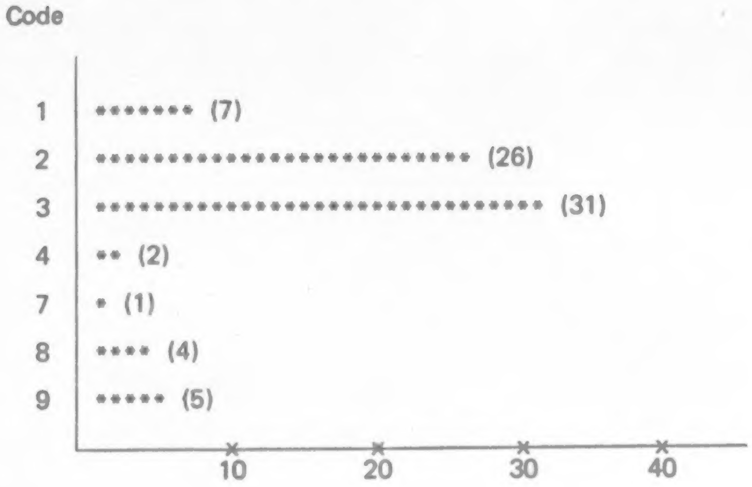

Table L. Dropouts: E Benefit – Increased Ability to Communicate

Category Label	Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cumulative Freq (Pct)
Most Valuable	1	4	5.3	6.1	6.1
Valuable	2	32	42.1	48.5	54.5
Not Valuable	3	28	36.8	42.4	97.0
Had Before	4	2	2.6	3.0	100.0
Refused to Respond	7	1	1.3	missing	100.0
Info Unavailable	8	4	5.3	missing	100.0
No Response	9	5	6.6	missing	100.0
	Total	76	100.0	100.0	

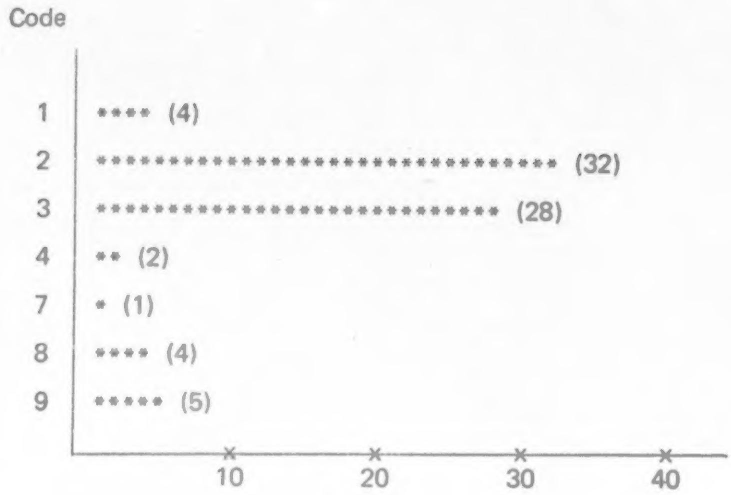

Table LI. Dropouts: F Benefit — Awareness of a Greater Variety of Career Opportunities

Category Label	Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cumulative Freq (Pct)
Most Valuable	1	4	5.3	6.1	6.1
Valuable	2	21	27.6	31.8	37.9
Not Valuable	3	39	51.3	59.1	97.0
Had Before	4	2	2.6	3.0	100.0
Refused to Respond	7	1	1.3	missing	100.0
Info Unavailable	8	4	5.3	missing	100.0
No Response	9	5	6.6	missing	100.0
	Total	76	100.0	100.0	

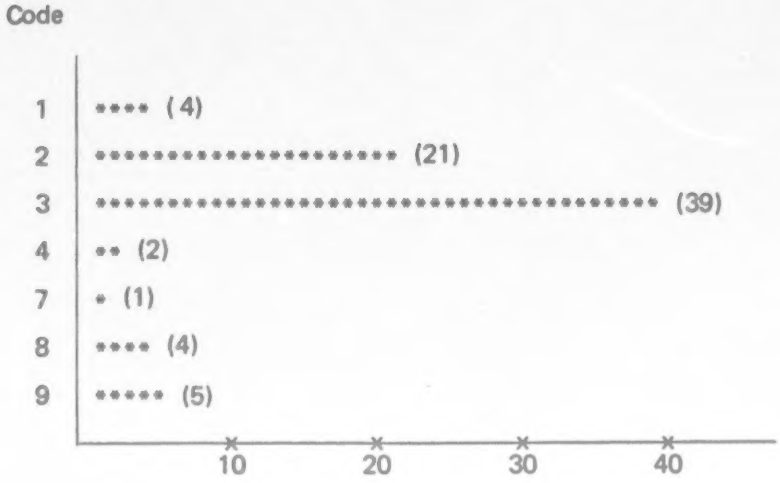

Table LII. Dropouts: G Benefit – Qualification for a Greater Variety of Career Opportunities

Category Label	Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cumulative Freq (Pct)
Most Valuable	1	7	9.2	10.6	10.6
Valuable	2	25	32.9	37.9	48.5
Not Valuable	3	32	42.1	48.5	97.0
Had Before	4	2	2.6	3.0	100.0
Refused to Respond	7	1	1.3	missing	100.0
info Unavailable	8	4	5.3	missing	100.0
No Response	9	5	6.6	missing	100.0
	Total	76	100.0	100.0	

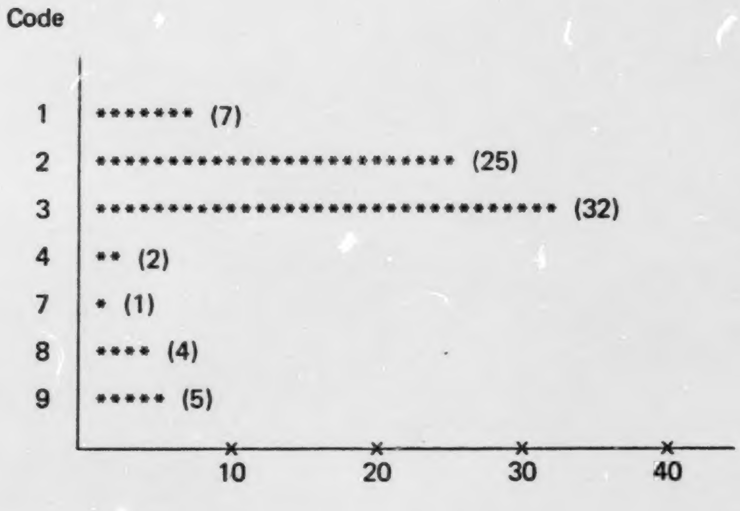

Table LIII. Dropouts: H Benefit — Preparation for a Specific Career

Category Label	Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cumulative Freq (Pct)
Most Valuable	1	3	3.9	4.5	4.5
Valuable	2	29	38.2	43.9	48.5
Not Valuable	3	32	42.1	48.5	97.0
Had Before	4	2	2.6	3.0	100.0
Refused to Respond	7	1	1.3	missing	100.0
Info Unavailable	8	4	5.3	missing	100.0
No Response	9	5	6.6	missing	100.0
	Total	76	100.0	100.0	

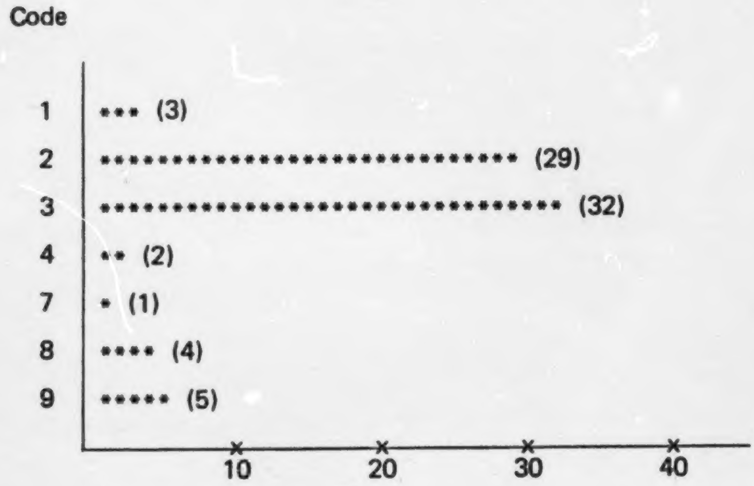

Table LIV. Dropouts: I Benefit — Upward Mobility

Category Label	Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cumulative Freq (Pct)
Most Valuable	1	1	1.3	1.5	1.5
Valuable	2	18	23.7	27.3	28.8
Not Valuable	3	45	59.2	68.2	97.0
Had Before	4	2	2.6	3.0	100.0
Refused to Respond	7	1	1.3	missing	100.0
Info Unavailable	8	4	5.3	missing	100.0
No Response	9	5	6.6	missing	100.0
	Total	76	100.0	100.0	

```
Code
     |
  1  | * (1)
  2  | ****************** (18)
  3  | ********************************************* (45)
  4  | ** (2)
  7  | * (1)
  8  | **** (4)
  9  | ***** (5)
     |_________x_________x_________x_________x_________x
              10        20        30        40        50
```

Table LV. Dropouts: J Benefit – Greater Involvement in Community Affairs

Category Label	Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cumulative Freq (Pct)
Most Valuable	1	8	10.5	12.1	12.1
Valuable	2	38	50.0	57.6	69.7
Not Valuable	3	18	23.7	27.3	97.0
Had Before	4	2	2.6	3.0	100.0
Refused to Respond	7	1	1.3	missing	100.0
Info Unavailable	8	4	5.3	missing	100.0
No Response	9	5	6.6	missing	100.0
	Total	76	100.0	100.0	

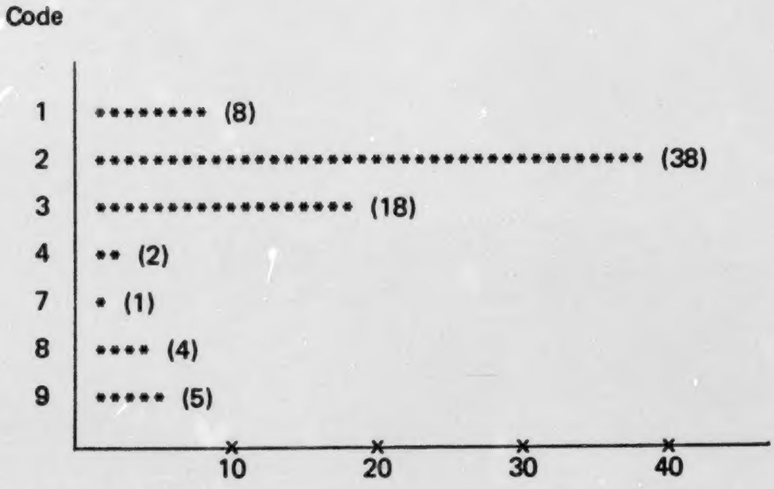

Table LVI. Dropouts: K Benefit – Increased Openness to Ideas and Experiences

Category Label	Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cumulative Freq (Pct)
Most Valuable	1	6	7.9	9.1	9.1
Valuable	2	29	38.2	43.9	53.0
Not Valuable	3	29	38.2	43.9	97.0
Had Before	4	2	2.6	3.0	100.0
Refused to Respond	7	1	1.3	missing	100.0
Info Unavailable	8	4	5.3	missing	100.0
No Response	9	5	6.6	missing	100.0
	Total	76	100.0	100.0	

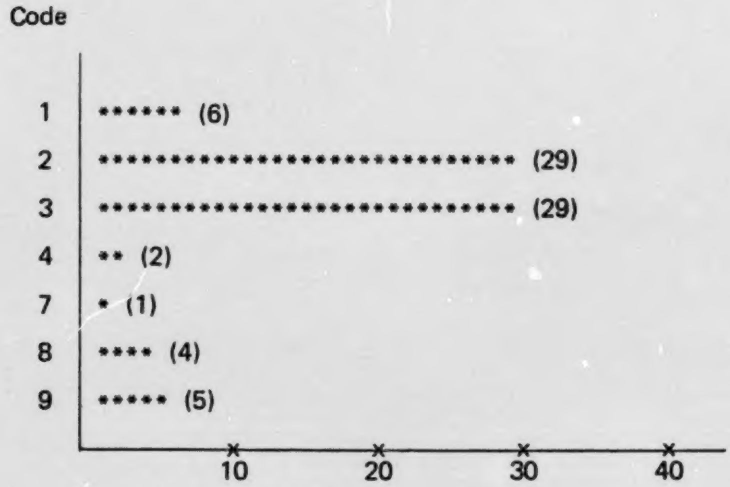

Table LVII. Dropouts: L Benefit – Greater Awareness of the Needs of Others

Category Label	Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cumulative Freq (Pct)
Most Valuable	1	3	3.9	4.5	4.5
Valuable	2	39	51.3	59.1	63.6
Not Valuable	3	23	30.0	34.8	98.5
Had Before	4	1	1.3	1.5	100.0
Refused to Respond	7	1	1.3	missing	100.0
Info Unavailable	8	4	5.3	missing	100.0
No Response	9	5	6.6	missing	100.0
	Total	76	100.0	100.0	

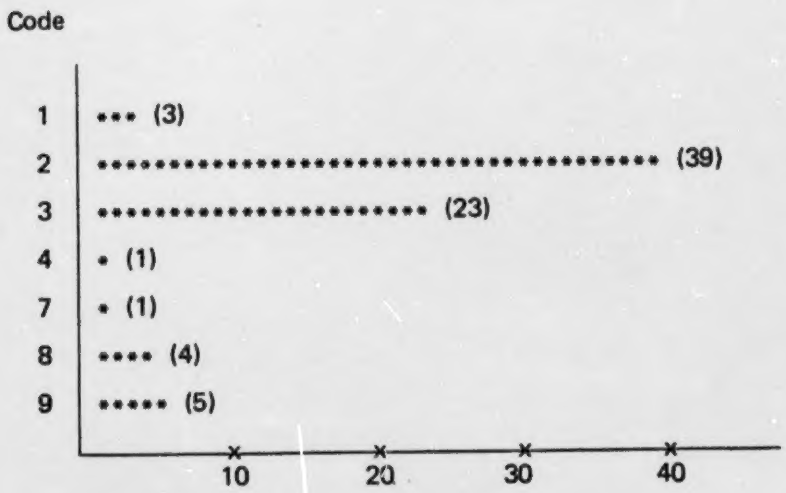

Table LVIII. Dropouts: M Benefit — Increased Understanding of Others

Category Label	Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cumulative Freq (Pct)
Most Valuable	1	2	2.6	3.0	3.0
Valuable	2	28	36.8	42.4	45.5
Not Valuable	3	34	44.7	51.5	97.0
Had Before	4	2	2.6	3.0	100.0
Refused to Respond	7	1	1.3	missing	100.0
Info Unavailable	8	4	5.3	missing	100.0
No Response	9	5	6.6	missing	100.0
	Total	76	100.0	100.0	

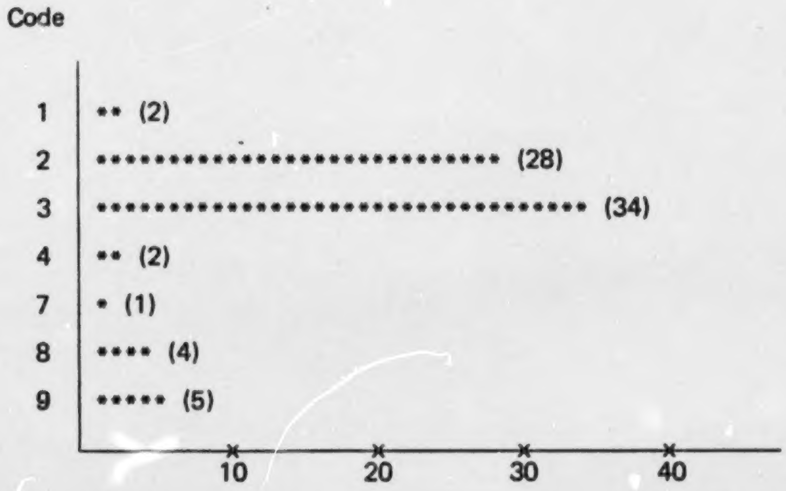

Table LIX. Dropouts: N Benefit – Increased Acceptance of Others

Category Label	Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cumulative Freq (Pct)
Most Valuable	1	1	1.3	1.5	1.5
Valuable	2	26	34.2	39.4	40.9
Not Valuable	3	37	48.7	56.1	97.0
Had Before	4	2	2.6	3.0	100.0
Refused to Respond	7	1	1.3	missing	100.0
Info Unavailable	8	4	5.3	missing	100.0
No Response	9	5	6.6	missing	100.0
	Total	76	100.0	100.0	

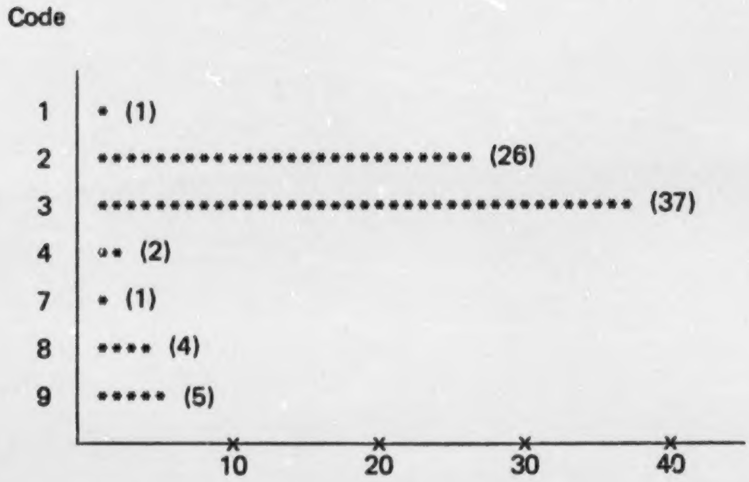

Table LX. Dropouts: O Benefit — Increased Acceptance By Others

Category Label	Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cumulative Freq (Pct)
Most Valuable	1	4	5.3	6.1	6.1
Valuable	2	28	36.8	42.4	48.5
Not Valuable	3	32	42.1	48.5	97.0
Had Before	4	2	2.6	3.0	100.0
Refused to Respond	7	1	1.3	missing	100.0
Info Unavailable	8	4	5.3	missing	100.0
No Response	9	5	6.6	missing	100.0
	Total	76	100.0	100.0	

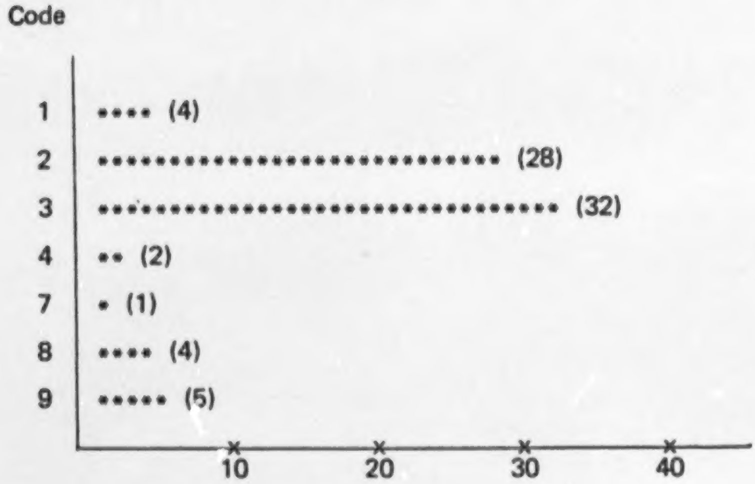

Table LXI. Dropouts: P Benefit — Increased Skill in Getting Along With Others

Category Label	Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cumulative Freq (Pct)
Most Valuable	1	5	6.6	7.6	7.6
Valuable	2	33	43.4	50.0	57.6
Not Valuable	3	26	34.2	39.4	97.0
Had Before	4	2	2.6	3.0	100.0
Refused to Respond	7	1	1.3	missing	100.0
Info Unavailable	8	4	5.3	missing	100.0
No Response	9	5	6.6	missing	100.0
	Total	76	100.0	100.0	

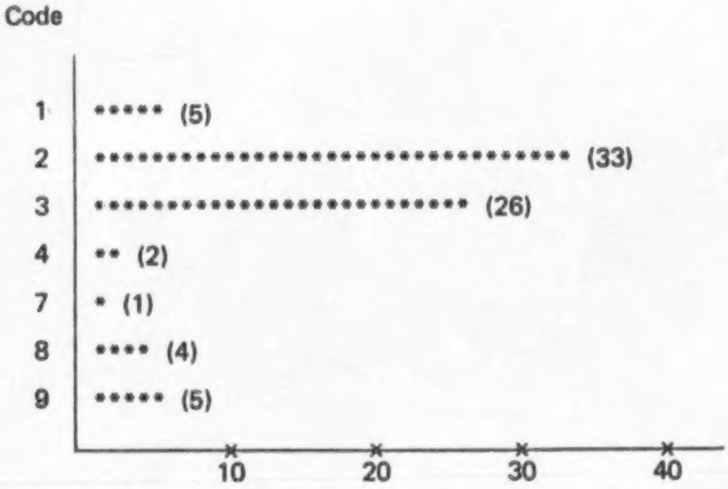

Table LXII. Dropouts: Q Benefit – Increased Understanding of Myself.

Category Label	Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cumulative Freq (Pct)
Most Valuable	1	1	1.3	1.5	1.5
Valuable	2	33	43.4	50.0	51.5
Not Valuable	3	30	39.5	45.5	97.0
Had Before	4	2	2.6	3.0	100.0
Refused to Respond	7	1	1.3	missing	100.0
Info Unavailable	8	4	5.3	missing	100.0
No Response	9	5	6.6	missing	100.0
	Total	76	100.0	100.0	

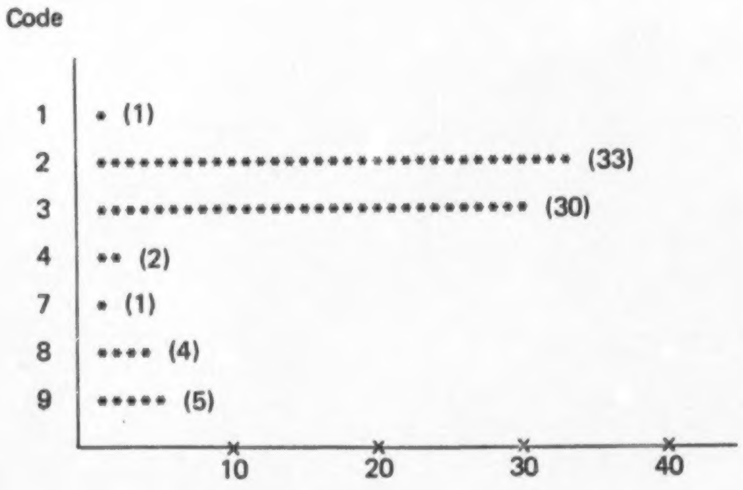

Table LXIII. Dropouts: R Benefit – Greater Self Confidence

Category Label	Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cumulative Freq (Pct)
Most Valuable	1	1	1.3	1.5	1.5
Valuable	2	31	40.8	47.0	48.5
Not Valuable	3	32	42.1	48.5	97.0
Had Before	4	2	2.6	3.0	100.0
Refused to Respond	7	1	1.3	missing	100.0
Info Unavailable	8	4	5.3	missing	100.0
No Response	9	5	6.6	missing	100.0
	Total	76	100.0	100.0	

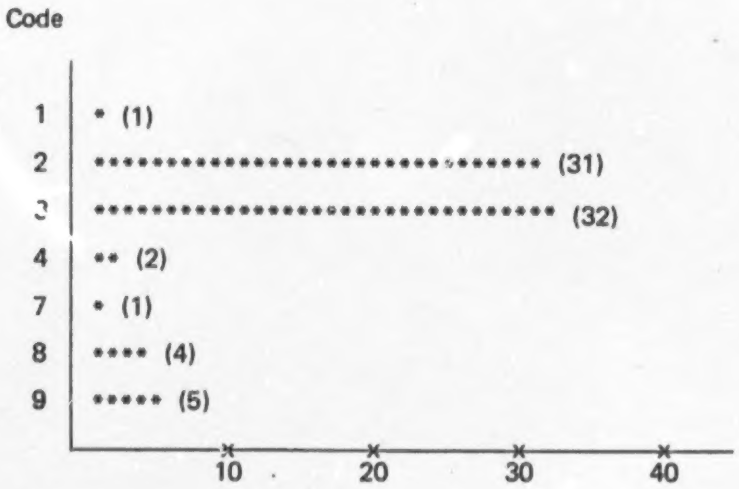

Table LXIV. Dropouts: S Benefit – Greater Feeling of Self Worth

Benefit	most valuable		valuable		not valuable		had before		Mean	Rank of Mean
	f	%	f	%	f	%	f	%		
A	3	4.5	40	60.6	21	31.8	2	3.0	1.70	2
B	0	0.0	38	57.6	26	39.4	2	3.0	1.58	8
C	3	4.5	35	53.0	26	39.4	2	3.0	1.62	5
D	2	3.0	39	59.1	23	34.8	2	3.0	1.65	4
E	7	10.6	26	39.4	31	47.0	2	3.0	1.61	6
F	4	6.0	32	48.5	28	42.4	2	3.0	1.61	6
G	4	6.0	21	31.8	39	59.1	2	3.0	1.44	13
H	7	10.6	25	37.9	32	48.5	2	3.0	1.59	7
I	3	4.5	29	43.9	32	48.5	2	3.0	1.53	10
J	1	1.5	18	27.3	45	68.2	2	3.0	1.30	15
K	8	12.1	38	57.6	18	27.3	2	3.0	1.82	1
L	6	6.0	29	43.9	29	43.9	2	3.0	1.62	5
M	3	4.5	39	59.1	23	34.8	1	1.5	1.68	3
N	2	3.0	28	42.4	34	51.5	2	3.0	1.48	12
O	1	1.5	26	39.4	37	56.1	2	3.0	1.42	14
P	4	6.0	28	42.4	32	48.5	2	3.0	1.55	9
Q	5	7.6	33	50.0	26	39.4	2	3.0	1.65	4
R	1	1.5	33	50.0	30	45.5	2	3.0	1.53	10
S	1	1.5	31	47.0	32	48.5	2	3.0	1.50	11

Key: 1. frequency and percent, calculated separately for each variable are based on the N for a given variable
2. N=66 for each benefit

Table LXV. Dropouts: Summary of Perceived Benefits of the College Experience

Examination of Table LXV indicates that K Benefit (increased openness to ideas and experiences) was rated the most valuable by the largest number of respondents (N=8). This was followed by E Benefit (increased ability to communicate) (N=7) and H Benefit (preparation for a specific career) (N=7). Since some subjects did not respond to this category and others responded excessively by selecting several "most valuable" benefits, the above results, although interesting, must be viewed with caution. Caution is also warranted, since no benefit received an overwhelming response, and all benefits except B Benefit (development of skills to analyze and synthesize ideas and issues) were selected by at least 1 respondent.

In an attempt to ascertain which benefits were actually considered valuable by the sample of dropouts, it is revealing to examine the percentages for the other response categories. It immediately becomes apparent that the sample, although positive in its judgments, is not overwhelmingly so. This conclusion is based on the observation that there are more than a few responses in both the "valuable" and "not valuable" categories for all benefits.

It becomes most useful, therefore, to examine the mean response for each benefit. This was obtained by multiplying the response frequency within each category by a weighted category score, summing these results, and dividing by the total number of responses. The following weighted category scores were used: 3 = the most valuable, 2 = valuable, 1 = not valuable, and 1 = had before. A 1 was assigned to the "had before" category because if a subject already possessed a particular trait or ability before coming to college, acquisition of that trait or ability could not have been a result of attending college.

Examination of the means for the 19 variables indicates that 14 benefits have a mean of over 1.5 and, therefore, were considered valuable by a majority of the sample. These are A through F, H, I, K, L, M, P, Q, and R. S Benefit received a mean of 1.5 which indicates that responses are divided. Benefits G, J, N, and O were not considered valuable.

The 19 benefits listed in rank order are presented below:

Benefit	Rank
K - increased openness to ideas and experiences	1
A - acquisition of specific facts, concepts, and ideas	2
M - increased understanding of others	3
D - greater command of fundamental skills, such as reading, writing, math	4
Q - increased understanding of myself	4
C - increased ability to acquire information independently	5
L - greater awareness of the needs of others	5
E - increased ability to communicate	6
F - awareness of a greater variety of career opportunities	6
H - preparation for a specific career	7
B - development of skills to analyze and synthesize ideas and issues	8
P - increased skill in getting along with others	9
R - greater self confidence	10
I - upward mobility	10
S - greater feeling of self worth	11
N - increased acceptance of others	12
G - qualification for a greater variety of career opportunities	13
O - increased acceptance by others	14
J - greater involvement in community affairs	15

It is interesting to compare the variables receiving the four highest ranks with those receiving the four lowest ranks. The acquisition of cognitive skills ranked high. Since this is obviously a goal of institutions of higher learning, it is rewarding to find it compatible with perceptions of the dropout sample. Additionally, affective skills received high rankings. Increased understanding of self and others was considered valuable. In view of this, it is curious to discover that increased acceptance of (N Benefit) and by others (O Benefit) received such low rankings.

Apparently, in the opinion of the dropout sample, understanding does not necessarily lead to acceptance.

G Benefit (qualification for a greater variety of career opportunities) was not considered a valuable benefit. Since both F Benefit and H Benefit (awareness of a greater variety of career opportunities and preparation for a specific career) were both considered valuable, it would seem that "real life" attempts to find employment influenced the dropouts' perceptions of their own qualifications to do several different jobs.

J Benefit (greater involvement in community affairs) received the lowest ranking. Based on comments, it is suggested that the college experience itself is not related particularly to community affairs. If a person is active in his community before attending college (and many in the inner city are), college can not accept credit for this influence. If a person is not active in his community, apparently college will not help to make him so.

b. Subset 2

The second subset of attitudinal variables presents data relevant to an evaluation of the college experience and perception of its effect on the post college experience. Responses were elicited by requesting subjects to agree or disagree with the series of statements which comprise this subset of variables.

Variable: A Feeling - I am Glad I Was Exposed to College

Data relevant to this variable are presented in Table LXVI (page 106).

The response to this statement is rather impressive. Regardless of the fact that the respondents are dropouts and, therefore, did not successfully complete a college program, 91.5% agreed with the above statement . Presum-

Category Label	Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cumulative Freq (Pct)
Agree	1	65	85.5	91.5	91.5
Disagree	2	6	7.9	8.5	100.0
Refused to Respond	7	1	1.3	missing	100.0
Info Unavailable	8	4	5.3	missing	100.0
	Total	76	100.0	100.0	

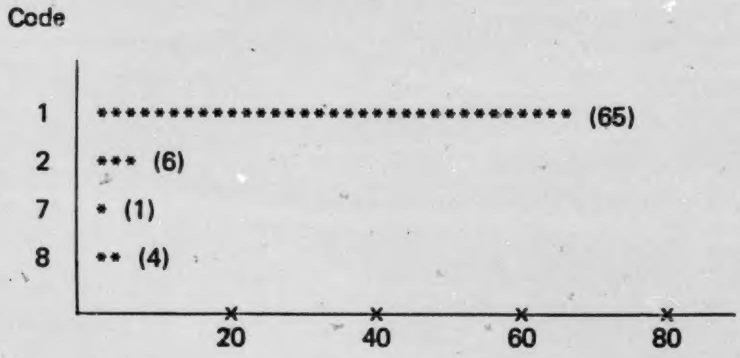

Table LXVI. Dropouts: A Feeling – I Am Glad I Was Exposed to College ably, their exposure to college either contained or resulted in experiences which were positive enough to outweigh negative feelings.

Variable: B Feeling - Most of What I Learned at College Was Worthwhile

Table LXVII (page 108) presents the responses to this variable.

These results indicate that 71.4% of the respondents felt that the knowledge acquired at college was valuable.

Variable: C Feeling - My College Experience Helped Me Get a Better Job

Table LXVIII (page 109) reports the data relevant to this variable.

The responses to this statement indicate that 26.1% of the 69 respondents agree with the above statement. Accordingly, they feel that attending college helped obtain higher status or better paying jobs.

Conversely, 45 (65.2%) of the respondents disagree. Within this group 13 respondents are presently unemployed and would logically be expected to disagree. Five respondents have part time jobs and 27 respondents are employed full time. Part time employees might disagree if they were unable to find satisfactory full time employment. Both part and full time employees might disagree if they had not changed jobs since leaving college, if they were dissatisfied with their present jobs, if the training required for their present job was not obtained at one of the participating institutions, if the job qualification was unrelated to a college program, or if they felt that they themselves, not college, were the determining factors.

Accordingly, one part time respondent is a singer with a local band. Presumably, possession of this talent is unrelated to the college experience. One part time respondent has not changed jobs since leaving college and one part time respondent received his job training after dropping out of college.

Category Label	Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cumulative Freq (Pct)
Agree	1	50	65.8	71.4	71.4
Disagree	2	20	26.3	28.6	100.0
Refused to Respond	7	1	1.3	missing	100.0
Info Unavailable	8	4	5.3	missing	100.0
No Response	9	1	1.3	missing	100.0
	Total	76	100.0	100.0	

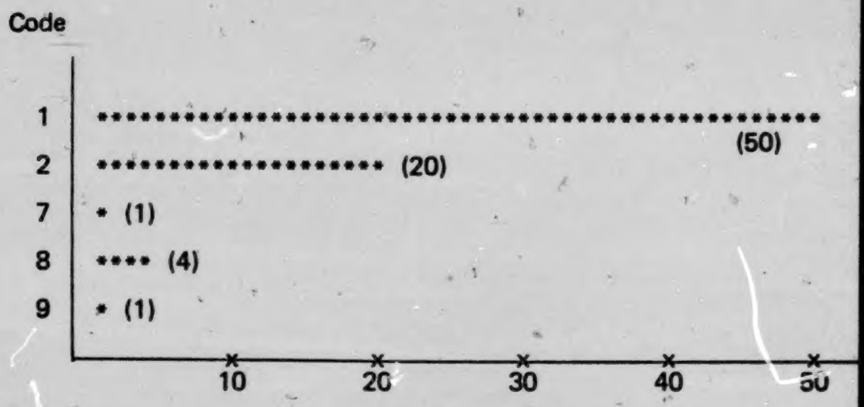

Table LXVII. Dropouts: B Feeling — Most of What I Learned at College Was Worthwhile

Category Label	Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cumulative Freq (Pct)
Agree	1	18	23.7	26.1	26.1
Disagree	2	45	59.2	65.2	91.3
I Don't Know	3	4	5.3	5.8	97.1
Doesn't Apply	4	2	2.6	2.9	100.0
Refused to Respond	7	1	1.3	missing	100.0
Info Unavailable	8	4	5.3	missing	100.0
No Response	9	2	2.6	missing	100.0
	Total	76	100.0	100.0	

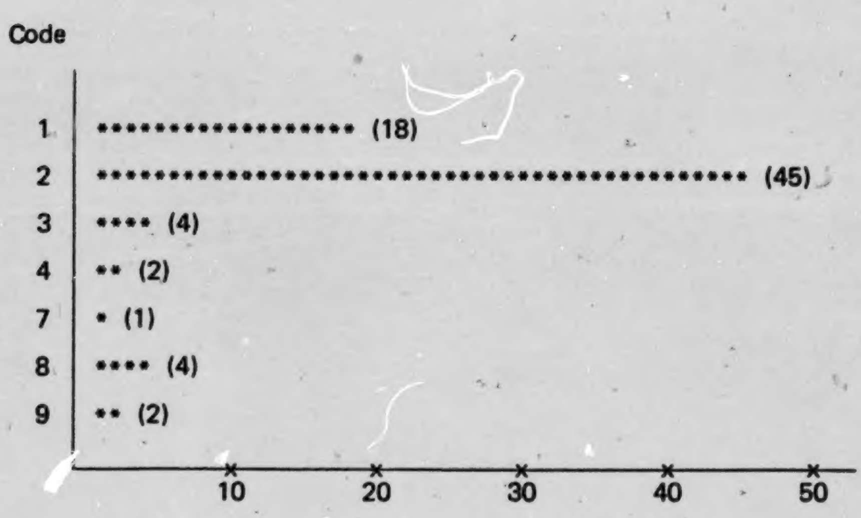

Table LXVIII. Dropouts: C Feeling – My College Experience Helped Me Get a Better Job

Two part time respondents did not supply employment dates or comments, and it was, therefore, impossible to interpret their responses.

With regard to the full time employees who felt that their college experience did not help them obtain a better job, relevant data was available for 25 of the 27 respondents. Of these, only 3 respondents have not changed jobs since leaving college. The remaining twenty-two respondents are presently employed in jobs which were obtained after they dropped out of college. Possibly the members of this group disagreed with the above statement because they are dissatisfied. Perhaps they feel that there is no relationship between their present job and their college experience.

Finally, 4 respondents indicated that they were not sure whether or not college helped, and two respondents indicated that the statement does not apply, because they are enrolled in college full time.

In reference to the high percentage of negative perceptions of the relationship between college and improved job status, a methodological variable termed "history" by Campbell and Stanley (1963) must be considered. That is, the milieu which exists at the time of the study can act as a factor to influence outcomes. Specifically, this study was conducted during a period of economic recession deemed the worst since the great depression. A scarcity of any type of job existed, needless to say those of the "improved caliber". Consequently, a dropout looking for a better job during this period would probably have had difficulty finding a job that would have had stature enough to have changed his perception of the value of college.

It is particularly relevant to note that while many students did not perceive the college experience to be beneficial in improving job status, analysis of the variable Occupation indicated that a much higher percentage of dropouts from this study had positions in the top two DOT categories (i.e., Professional, Technical and Managerial, and Clerical and Sales) than would have been predicted from a national random sample. Therefore, perceptions are not consistent with the observed facts.

Variable: D Feeling - I Would Recommend Going to College Through HEOP to Others

Table LXIX (page 112) presents the results for this variable.

The distribution of responses for this variable is a testimonial to the perceived value of HEOP. Most of the respondents (65 out of 71, which is 91.5%) would recommend the program to others. Only 6 or 8.5% would not.

It is interesting to note that the distributions for this variable and the variable A Feeling are identical. Together, these responses provide strong evidence for the existence of positive attitudes toward both the HEOP program and the college experience.

Variable: E Feeling - I Am Better Off Than I Would Have Been Without a College Education

Data relevant to this variable are presented in Table LXX (page 113).

The responses to this statement while still fairly positive are somewhat less enthusiastic. This could be as a result of job dissatisfaction or self concept. Perhaps some respondents feel that they were already well off before going to college or simply that things have not changed.

In any case, 42 out of 66 respondents (61.8%) indicate a feeling that their circumstances have improved because they participated in the college experience.

Variable: F Feeling - I Would Not Have Gone to College if HEOP Had Not Been Available

Table LXXI (page 114) reports the distribution of responses for this variable.

The results show that 47 out of 71 respondents (66.2%) feel that the availability of HEOP enabled them to attend college. Twenty-three respondents

Category Label	Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cumulative Freq (Pct)
Agree	1	65	85.5	91.5	91.5
Disagree	2	6	7.9	8.5	100.0
Refused to Respond	7	1	1.3	missing	100.0
Info Unavailable	8	4	5.3	missing	100.0
	Total	76	100.0	100.0	

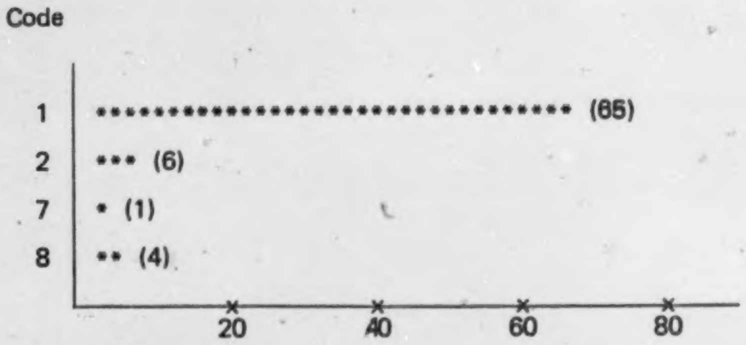

Table LXIX. Dropouts: D Feeling — I Would Recommend Going to College Through HEOP to Others

Category Label	Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cumulative Freq (Pct)
Agree	1	42	55.3	61.8	61.8
Disagree	2	23	30.3	33.8	95.6
I Don't Know	3	3	3.9	4.4	100.0
Refused to Respond	7	1	1.3	missing	100.0
Info Unavailable	8	4	5.3	missing	100.0
No Response	9	3	3.9	missing	100.0
	Total	76	100.0	100.0	

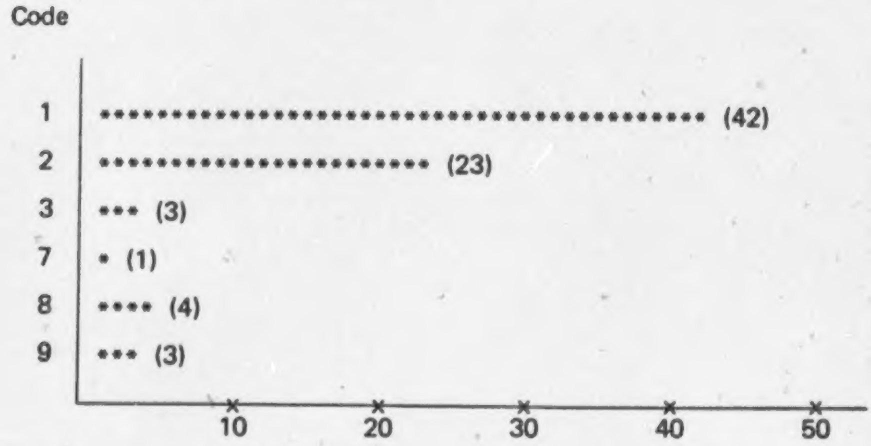

Table LXX. Dropouts: E Feeling – I Am Better Off Than I Would Have Been Without a College Education

Category Label	Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cumulative Freq (Pct)
Agree	1	47	61.8	66.2	66.2
Disagree	2	23	30.3	32.4	98.6
I Don't Know	3	1	1.3	1.4	100.0
Refused to Respond	7	1	1.3	missing	100.0
Info Unavailable	8	4	5.3	missing	100.0
	Total	76	100.0	100.0	

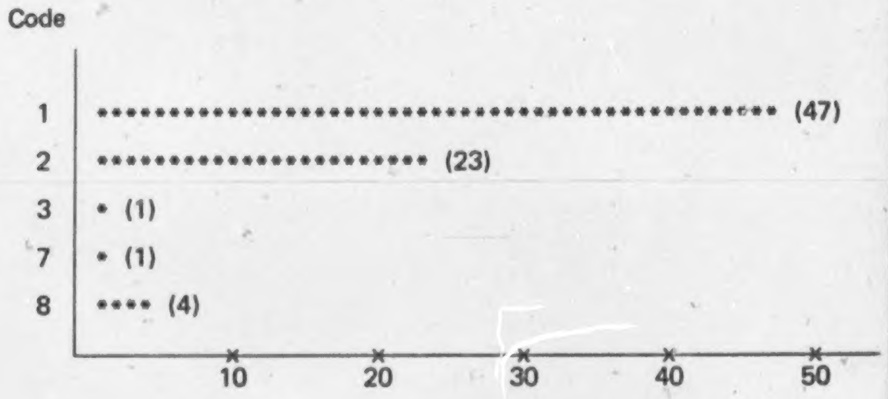

Table LXXI. Dropouts: F Feeling – I Would Not Have Gone to College if HEOP Had Not Been Available or 32.4% stated that HEOP was not solely responsible for their attendance - they would have gone in any case. This response is understandable if economic disadvantagement were the only HEOP criterion. In this case, it is conceivable that students could have found other means of financial assistance. However, a second criterion must be met in order to be eligible for HEOP - academic disadvantagement. Since few existing programs afford academically disadvantaged students the opportunity to attend college, it is questionable whether many of these respondents would have actually been able to attend college without the assistance of HEOP.

Variable: G Feeling - I Intend to Return to College

The results for this variable are presented in Table LXXII (page 116).

Seventy-one dropouts (87.4%) responded to the statement regarding their intent to return to college. Their responses should be particularly reinforcing for program personnel since so many dropouts were apparently not "turned off" by the experiences preceeding their termination from the participating institutions.

Only 3 respondents (4.2%) indicated that they would not return to college and six respondents (8.5%) were uncertain of their future plans. The remaining 62 respondents either plan to return (43/60.6%) or have already returned (19/26.8%). Since the number who indicated that they have already returned disagrees with the number of subjects who reported receiving additional education since leaving college (Variable - Added Ed), further clarification and discussion is necessary.

Responses to the variable - Added Ed indicated that 33 subjects continued their education after dropping out of the participating institutions. When responding to variable G Feeling, only 19 subjects indicated that they had returned to college to continue their education. Fourteen subjects who have

Category Label	Code	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cumulative Freq (Pct)
Agree Will Return	1	43	56.6	60.6	60.6
Disagree Won't Return	2	3	3.9	4.2	64.8
I Don't Know	3	6	7.9	8.5	73.2
Already Returned	4	19	25.0	26.8	100.0
Refused to Respond	7	1	1.3	missing	100.0
Info Unavailable	8	4	5.3	missing	100.0
	Total	76	100.0	100.0	

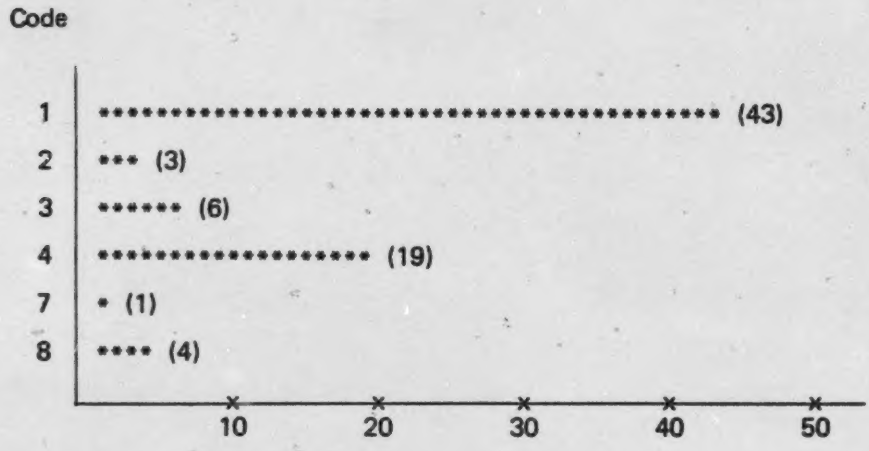

Table LXXII. Dropouts: G Feeling — I Intend to Return to College already returned to college selected one of the alternative responses.

The results of a crosstabulation between the variables Added Ed and G Feeling clarify this discrepancy. These results reveal that 13 subjects who returned to college and either completed a program or took some courses plan to continue their education in the future. Three of the 13 actually completed a program, the other 10 took courses. One subject who finished a program is uncertain of his future educational plans.

The crosstabulation results reveal, therefore, that of the 33 respondents to variable - Added Ed who have continued their education, 13 have already completed courses or programs but nevertheless plan to continue school, and 1 has completed a program but is unsure of his future educational plans. Nineteen respondents did not reveal their future educational plans. Of these 19, 2 completed a program, 4 took courses, and 13 are presently enrolled in school.

The crosstabulation results also reveal that of the 43 respondents to Variable G Feeling who indicated an intent to return to college, 13 have already returned at least once and 30 have not yet re-enrolled.

To reiterate, the results of the data distribution for Variable G Feeling indicate a high percentage of dropouts who have continued and/or plan to continue their education (i.e., 87.3%). Thirty respondents (42.3%) have not yet returned, 13 respondents (18.3%) have returned to complete courses or programs and still intend to continue, and 19 respondents (26.8%) have either completed courses or programs or are presently enrolled.

It is exciting to contemplate that program dropouts verbally espouse and behaviorally demonstrate such positive attitudes toward the college experience.

3. Comments

Forty-two members of the dropout sample volunteered comments about their college experience and the HEOP program at their respective colleges. These comments are presented in Appendix E2. For each topic, positive comments are listed first. These are followed by comments which contain both positive and negative statements. Negative comments are presented last. Recommendations follow the lists of comments.

V. SUMMARY AND CONCLUSIONS

A. Methodology

From a methodological perspective, the present study can be viewed as an investigation of procedures for the effective and cost efficient retrieval of data from former HEOP students. Essentially, two specific procedures were subject to examination - the mail survey and the telephone interview.

The results obtained from the use of the mail survey lead to the obvious conclusion that it is a particularly ineffective method of obtaining information from samples of graduates or dropouts.

Conversely, the results obtained through the use of telephone interviews suggest that it is an especially effective method of obtaining the desired information. Provided that interviewers can be selected from the student population, it can also be a cost efficient procedure.

Although the telephone interviews could conceivably be conducted by available program personnel or by available graduate students, the most effective interviewers appear to be current or former opportunity program students at the graduate level and personnel who have had a successful experience teaching in the inner city.

Unfortunately, due to the detective-like persistence necessary to locate former HEOP students, there does not appear to be a time efficient procedure for collecting relevant data.

Results

B. Graduates

The results which describe the post college experiences of the graduate sample indicate that the majority are white collar workers employed at a relatively higher career status level. In addition, yearly incomes of more than $7800 have been received by close to half of the sample.

The results also indicate that 40% of the graduates have continued their education. Approximately one-third of the total graduate sample has completed or is enrolled in advanced degree programs.

Based on this documentation of the post college experiences of the graduate sample, it is possible to conclude that their experiences are not only commendable, but are highly deserving of publicity.

The positive nature of the attitudinal responses leads to the conclusion that the graduate sample derived many benefits from their college experience. Their evaluation of their tenure and their attitudes toward HEOP were all extremely favorable. In addition, they seem to feel strongly that college had a most beneficial effect on their post college experiences.

C. Dropouts

One interesting pattern which emerges from this study relates to length of time in college. It appears that the majority of dropouts leave college before the end of their second year. Therefore, the need for provision of a strong supportive service program early in the college experience is clearly evidenced.

Several results relating to the post college experiences of the dropout sample are noteworthy. Of the 72% who are presently employed, 69.8% have white collar jobs. Within this group, 21.1% have jobs in the DOT category - Professional, Technical and Managerial. This is a higher percentage than the percentage reported for the national employed labor force. In addition to the above, 18.2% reported earned yearly incomes over $9000. Conversely, 21.3% of the sample are unemployed. This undoubtedly accounts for the low yearly incomes (less than $3600) reported by 31.8% of the dropout sample.

The nature of the above results makes it somewhat difficult to draw implications regarding career related post college experiences and their relationship to a relatively brief college tenure. It would appear that the employment, career status and income of some students were influenced by their exposure to college, others were not.

Perhaps an even greater influence than college was the contemporary environment at the time of the study. During a period of economic recession, a lack of available jobs would certainly affect employment, career status, and income level. In spite of this recession however, and based on the results of this study, it would appear that the sample of dropouts compares favorably to a national random sample of employees.

The results describing the educational status of the dropout sample are quite impressive. Considering the fact that 47.1% (33 of 70 respondents) have continued their education and an additional 30 of 71 respondents (42.3%) plan to do so, it seems quite obvious that the dropout sample values education highly. Perhaps the term dropout is not really appropriate for a sizable portion of this sample.

Since the majority of the dropout sample left the participating institutions after a relatively short time, and often under circumstances which were not particularly pleasant (e.g., lack of funds, academic dismissal, personal problems), it might be expected that their perceptions of the college experience would be negative. It is therefore gratifying to find that the ratings for all but four benefits were positive. Apparently, many dropouts derived benefit from a good many aspects of their college experience. This conclusion is corroborated by the evaluations of this experience and of the HEOP program, which are also quite positive.

The result which relates the college experience to employment status indicates that many respondents perceive a lack of relationship between their present job and their college experience. 65.2% of the respondents feel that this experience did not result in a "better job". However, since almost two-thirds of the sample feel that they are "better off" because they attended college and this in spite of their attrition, it appears that college was in fact a useful experience.

Given that 91.5% of the dropout sample are glad they were exposed to college and would recommend the HEOP program to others, it must be concluded in the final analysis that the sample of dropouts was essentially satisfied with their college experiences. Had they not been, it is doubtful that so many would have continued their education or indicated plans to do so.

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APPENDIX A

MAJORS—CLASSIFICATION SCHEME FOR COLLAPSED CATEGORIES

1
Arts and Letters

- Art
  - Studio Art
- Communications Media
- Contracting and Construction
- Design
- English
- Foreign Languages
- General College Program
- German
- Humanities
- Interdisciplinary Degree
- Journalism
- Language Arts
- Liberal Arts
- Modern Languages
- Music
- Spanish
- Speech
- T. V. Production
- Theater

2
Educational Studies

- Art Ed.
- Business Ed.
- Early Childhood
- Elementary Ed.
- English Ed.
- Exceptional Ed.
  - Communication Disorders
  - Distributive Ed.
  - Learning Disabilities
  - Mental Retardation
  - Physically Handicapped
  - Vocational Technology
- French Ed.
- Home Economics
- Industrial Arts
- Math Ed.
- Music Ed.
- Physical Ed.
- Secondary Ed.
- Social Studies Ed.
- Spanish Ed.

3
Health Science

- Dietetics
- Dietician
- Medical Records
- Medical Technology
- Nursing
- Nutrician and Food Service
- Occupational Therapy
- Physical Therapy
- Pre Med

4
Science and Math

- Bio-Chemistry
- Biology
- Chemistry
- Computer Science
- Engineering
- Geology
- Life Sciences
- Mathematics
- Physics

5
Administration and Business

- Accounting
- Business
- Business Administration
- Business Economics
- Business Management
- Commerce
- Environmental and Consumer Studies
- Fashion Institute of Technology
- General Business
- Industrial Relations
- Industrial Technology
- Marketing
- Sales and Marketing
- School of Management

6
Social Science

- Afro-Asian Studies
- Anthropology
- Communications
- Criminal Justice
- Economics
- Geography
- History (Social Studies)
- Human Development, Family and Community Relations (HDFCR)
- International Studies
- Latin American Studies
- Philosophy
- Political Science
- Pre Law
- Psychology
- Religious Studies
- Social Welfare
- Social Work
- Sociology
- Speech Communication
  - Speech and Hearing
- Urban Studies

7
Undecided

MAJORS – Classification scheme for collapsed categories

A.1

APPENDIX B

THE SURVEY INSTRUMENT

B–1 THE GRADUATE FORM
B–2 THE DROPOUT FORM
B–3 THE SECOND COVER PAGE

HEOP SURVEY 1975

1. Age______________

2. Sex

_____ 1. Male
_____ 2. Female

3. Date of Graduation______________
month *year*

4. Major______________

5. Are you presently employed?

____ 1. Yes, Full Time
____ 2. Yes, Part Time (less than 20 hours per week)
____ 3. No

6. What jobs have you held since graduation? (list present or most recent job first)

	Job Title	Name of Employer	Dates of Employment
1.			
2.			
3.			

____ I have had no jobs since graduation.

7. Since leaving college, what has been your highest earned yearly income?

____ 1. $0-3600
____ 2. 3601-5100
____ 3. 5101-6500
____ 4. 6501-7800
____ 5. 7801-9000
____ 6. 9001-10,000
____ 7. 10,000-11,100
____ 8. 11,101-12,000
____ 9. 12,001-12,800
____ 10. over 12,801

8. What additional education have you received since graduation?

1. ____________________
2. ____________________
3. ____________________

____ I have taken no additional courses.

9. What were some benefits to you of attending college?

Directions: *Rate each benefit below by placing one of the following numbers in front of each.*

use as many times as you want
1 = the most valuable (use only once)
2 = very valuable
3 = somewhat valuable
4 = not valuable, but have experienced
5 = have not experienced

a.____ acquisition of specific facts, concepts, and ideas
b.____ development of skills to analyze and synthesize ideas and issues
c.____ increased ability to acquire information independently
d.____ greater command of fundamental skills such as reading, writing, math
e.____ increased ability to communicate
f.____ awareness of a greater variety of career opportunities
g.____ qualification for a greater variety of career opportunities
h.____ preparation for a specific career
i.____ eligibility for advanced educational opportunity (eg. graduate school, law school)
j.____ upward mobility (i.e. opportunity to advance along societal levels)
k.____ greater involvement in community affairs
l.____ increased openness to ideas and experiences
m.____ greater awareness of the needs of others
n.____ increased understanding of others
o.____ increased acceptance of others
p.____ increased acceptance by others
q.____ increased skill in getting along with others
r.____ increased understanding of myself
s.____ greater self confidence
t.____ greater feeling of self worth

10. How do you feel about your college experience?

Directions: *Rate each statement by placing one of the following numbers in front of each.*

1 = I agree with the statement
2 = I disagree with the statement

a.____ Most of what I learned at college was worthwhile.
b.____ My college experience helped me get a better job.
c.____ My college degree is useful.
d.____ I would not have gone to college if HEOP had not been available.
e.____ I would recommend going to college through HEOP to others.
f.____ I am better off than I would have been without a college education.

11. Do you have any additional comments or information which you feel would indicate your attitude toward

a. your college experience?

b. any aspect of the HEOP program at your college?

(If you do, please use the back of this sheet)

12. (Optional)
Name____________________
Address____________________
Telephone No.____________________

B—1.1

PLEASE REVIEW THIS QUESTIONNAIRE TO MAKE SURE NO QUESTIONS WERE INADVERTENTLY LEFT UNANSWERED, THEN STAPLE OR TAPE IT CLOSED AND DROP IT IN THE NEAREST MAILBOX.

THANKS SO MUCH FOR YOUR HELP!

HEOP SURVEY 1975

1. Age______________

2. Sex
   ______ Male
   ______ Female

3. Approximately how many credit hours did you complete in college?________

4. What was (or was going to be) your major?______________________

5. When did you enter college?
   ____
   month   year

6. When did you leave college?
   ____
   month   year

7. Are you presently employed?
   ____ Yes, Full Time
   ____ Yes, Part Time
   ____ No

8. What jobs have you held since leaving the HEOP Program? (list present or most recent job first)

Job Title	Name of Employer	Dates of Employment
1.		
2.		
3.		

______ I have had no jobs since graduation.

9. Since leaving college, what has been your highest earned yearly income?
   ____ 1. $0-3600
   ____ 2. 3601-5100
   ____ 3. 5101-6500
   ____ 4. 6501-7800
   ____ 5. 7801-9000
   ____ 6. 9001-10,000
   ____ 7. 10,000-11,100
   ____ 8. 11,101-12,000
   ____ 9. 12,001-12,800
   ____ 10. over 12,801

10. What additional education have you received since leaving the HEOP program?
   1. ______________________
   2. ______________________
   3. ______________________
   ____ I have taken no additional courses.

11. What were some benefits to you of attending college?
   Directions: *a. Check all that apply, and then*
   b. Put a ⊥ in front of the __most valuable.__

a.____ acquisition of specific facts, concepts, and ideas
b.____ development of skills to analyze and synthesize ideas and issues
c.____ increased ability to acquire information independently
d.____ greater command of fundamental skills such as reading, writing, math
e.____ increased ability to communicate
f.____ awareness of a greater variety of career opportunities
g.____ qualification for a greater variety of career opportunities
h.____ preparation for a specific career
i.____ upward mobility (i.e. opportunity to advance along societal levels)
j.____ greater involvement in community affairs
k.____ increased openness to ideas and experiences
l.____ greater awareness of the needs of others
m.____ increased understanding of others
n.____ increased acceptance __of__ others
o.____ increased acceptance __by__ others
p.____ increased skill in getting along with others
q.____ increased understanding of myself
r.____ greater self confidence
s.____ greater feeling of self worth

12. How do you feel about your college experience?
   Directions: *Rate each statement by placing one of the following numbers in front of each.*
   1 = I agree with the statement
   2 = I disagree with the statement

a.____ I am glad I was exposed to college.
b.____ Most of what I learned at college was worthwhile.
c.____ My college experience helped me get a better job.
d.____ I would recommend going to college through HEOP to others.
e.____ I am better off than I would have been without a college education.
f.____ I would not have gone to college if HEOP had not been available.
g.____ I intend to return to college. (Disregard if you have already returned.)

13. Do you have any additional comments or information which you feel would indicate your attitude toward
   a. your college experience?
   b. any aspect of the HEOP Program at your college?

(If you do, please use the back of this sheet)

14. (Optional)
   Name______________________
   Address______________________
   Telephone No.______________________

B–2.1

PLEASE REVIEW THIS QUESTIONNAIRE TO MAKE SURE NO QUESTIONS WERE INADVERTENTLY LEFT UNANSWERED, THEN STAPLE OR TAPE IT CLOSED AND DROP IT IN THE NEAREST MAILBOX.

THANKS SO MUCH FOR YOUR HELP!

Additional Comments about college experience.

Additional Comments about the HEOP program.

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HEOP Survey 1975
JnD Research
P.O. Box 2623, Amht. Br.
Buffalo, New York 14226

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by
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HEOP SURVEY 1975*

HEOP NEEDS YOUR HELP. You can give this help by taking a few minutes to answer some questions. We want to know if and how college helped you. A few minutes of your time NOW could help you or another person attain further college education through continued HEOP funding.

PLEASE sit down right now and fill out this questionnaire. Don't put it off.

HELP US NOW

DIRECTIONS

This questionnaire refers to your experiences at either Canisius College, Niagara University, or Rosary Hill College. Please answer the questions in terms of this particular experience.

For each question, check the ONE best response or fill in the blanks. Please answer each question. When you have completed the questionnaire, staple or tape it closed and drop it in the mail.

Thanks for your help. It will only take a few minutes.

B-1.2 & B2.2

---

*This survey is being conducted for Canisius College, Niagara University and Rosary Hill College by JnD Research, Williamsville, New York. If you have any questions, please contact us at (716)862-5506.

B–3.1

HEOP SURVEY 1975*

HEOP REALLY NEEDS YOUR HELP.

People might begin to wonder whether HEOP programs are beneficial for students. We want to be able to anticipate this and have answers ready. No one can help us collect this information better than YOU.

PLEASE pick up a pen or pencil, sit down, and fill out this questionnaire. Do it right now. Don't wait. It will only take a few minutes of your time. (If you have already sent in your questionnaire, simply disregard this request and accept our thanks. If you haven't, please donate a few minutes and do it NOW.)

DIRECTIONS

This questionnaire refers to your experiences at either Canisius College, Niagara University, or Rosary Hill College. Please answer the questions in terms of this particular experience.

For each question, check the ONE best response or fill in the blanks. Please answer each question. When you have completed the questionnaire, staple or tape it closed and drop it in the mail.

Thanks for your help. It will only take a few minutes.

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*This survey is being conducted for Canisius College, Niagara University and Rosary Hill College by JnD Research, Williamsville, New York. If you have any questions, please contact us at (716)862-5506.

APPENDIX C

CODING SCHEME FOR VARIABLES
C–1 GRADUATE VARIABLES
C–2 DROPOUT VARIABLES

C–1.1

Graduates

Variable	Code
School	(1) Niagara (2) Canisius (3) Rosary Hill
Collect	(1) interview (2) mail (3) school or relative
Age	(1) 19-21 (2) 22-24 (3) 25-27 (4) 28-30 (5) 31-40 (6) over 40 (8) information unavailable
Sex	(1) male (2) female
Ethnicity	(1) Black (2) Hispanic (3) Native American (4) White
Major	(1) Arts and Letters (2) Educational Studies (3) Health Science (4) Science and Math (5) Administration and Business (6) Social Science (8) Information unavailable
Yeargrad	(1) 1974 (2) 1975
Employed	(1) yes full time (2) yes part time (3) no (8) information unavailable (9) no response
Highest Income	(01) 0–3600 (02) 3601–5100 (03) 5101–6500 (04) 6501–7800 (05) 7801–9000 (06) 9001–10,000 (07) 10,001–11,000 (08) 11,001–12,000 (09) 12,001–12,800 (10) over 12,800 (98) information unavailable (99) no response
Occupation	(01) Professional, Technical, Managerial (02) Clerical, Sales (03) Service (04) Farming, Fishery, Forestry (05) Processing (06) Machines Trades (07) Bench Work (08) Structural Work (09) Miscellaneous (90) unemployed no jobs (91) unemployed had job (98) information unavailable (99) no response
Number of Jobs	(0) 0 (1) 1 (2) 2 (3) 3 (4) 4 (8) information unavailable (9) no response
Added Ed	(01) yes completed Masters in Doctoral (02) yes completed Masters (03) yes in Doctoral (04) yes in Masters (05) yes in program degree unknown -?- (06) yes took courses (07) accepted to grad school (08) no plan to return (09) no (88) information unavailable (99) no response
A Benefit to T Benefit	(1) most valuable (2) very valuable (3) somewhat valuable (4) not valuable have experienced (5) have not experienced (8) information unavailable (9) no response
A Feeling to F Feeling	(1) agree (2) disagree (3) I don't know (4) doesn't apply (8) information unavailable (9) no response

C–2.1

Dropouts

Variable	Code
School	(1) Niagara (2) Canisius (3) Rosary Hill
Collect	(1) interview (2) mail (3) school or relative
Age	(1) 19-21 (2) 22-24 (3) 25-27 (4) 28-30 (5) 31-40 (6) over 40 (8) information unavailable
Sex	(1) male (2) female
Ethnicity	(1) Black (2) Hispanic (3) Native American (4) White (8) information unavailable
Hours	(1) 0 (2) 1–15 (3) 16–30 (4) 31–45 (5) 46–60 (6) 61–75 (7) over 75 (8) information unavailable
Major	(1) Arts and Letters (2) Educational Studies (3) Health Science (4) Science and Math (5) Administration and Business (6) Social Science (7) undecided (8) information unavailable (9) no response
Entered Dropped	(1) Summer 70, Fall 70, Spring 71 (2) Summer 71, Fall 71, Spring 72 (3) Summer 72, Fall 72, Spring 73 (4) Summer 73, Fall 73, Spring 74 (5) Summer 74, Fall 74, Spring 75 (6) Summer 75 (8) information unavailable
Time In	(01) 1 semester, 1 summer or less (02) 1 semester plus 1 summer (03) 2 semesters (04) 2 semesters plus 1 summer (05) 3 semesters plus 1 summer (06) 3 semesters plus 2 summers (07) 4 semesters plus 1 summer (08) 4 semesters plus 2 summers (09) 5 semesters plus 2 summers (10) 6 semesters plus 3 summers (11) 7 semesters plus 3 summers (12) 8 semesters plus 3 summers (13) 8 semesters plus 4 summers (88) information unavailable
Employed	(1) yes full time (2) yes part time (3) no (7) refused to respond (8) information unavailable (9) no response
Highest Income	(01) 0–3600 (02) 3601–5100 (03) 5101–6500 (04) 6501–7800 (05) 7801–9000 (06) 9001–10,000 (07) 10,001–11,000 (08) 11,001–12,000 (09) 12001–12,800 (10) over 12,800 (97) refused to respond (98) information unavailable (99) no response
Occupation	(01) Professional, Technical, Managerial (02) Clerical, Sales (03) Service (04) Farming, Fishery, Forestry (05) Processing (06) Machines Trades (07) Bench Work (08) Structural Work (09) Miscellaneous (90) unemployed no jobs (91) unemployed had jobs (97) refused to respond (98) information unavailable (99) no response

Variable	Code
Number of Jobs	(0) 0 (1) 1 (2) 2 (3) 3 (4) 4 (7) refused to respond (8) information unavailable (9) no response
Added Ed	(1) yes completed program (2) yes took courses (3) enrolled now (4) no (7) refused to respond (8) information unavailable (9) no response
A Benefit to S Benefit	(1) most valuable (2) valuable (3) not valuable (4) had before (7) refused to respond (8) information unavailable (9) no response
A Feeling to F Feeling	(1) agree (2) disagree (3) I don't know (4) doesn't apply (7) refused to respond (8) information unavailable (9) no response
G Feeling	(1) agree will return (2) disagree won't return (3) I don't know (4) already returned (7) refused to respond (8) information unavailable (9) no response

D D

APPENDIX D

OCCUPATIONAL INFORMATION

D–1 DEFINITIONS OF DOT CATEGORIES
D–2 GRADUATE OCCUPATIONS WITH DOT GROUP CODES
D–3 DROPOUT OCCUPATIONS WITH DOT GROUP CODES

DEFINITIONS OF DOT CATEGORIES

0 1 Professional, Technical, and Managerial Occupations

This category includes occupations concerned with the theoretical or practical aspects of such fields of human endeavor as art, science, engineering, education, medicine, law, business relations, and administrative, managerial and technical work. Most of these occupations require substantial educational preparation (usually at the university, junior college, or technical institute level).

2 Clerical and Sales Occupations

This category includes occupations concerned with preparing, transcribing, transferring, systematizing, and preserving written communications and records; collecting accounts; distributing information; and influencing customers in favor of a commodity or service. Includes occupations closely identified with sales transactions even though they do not involve actual participation.

3 Service Occupations

This category includes occupations concerned with performing tasks in and around private households; serving individuals in institutions and in commercial and other establishments; and protecting the public against crime, fire, accidents, and acts of war.

4 Farming, Fishery, Forestry, and Related Occupations

This category includes occupations concerned with growing, harvesting, catching, and gathering land and aquatic plant and animal life and the products thereof; and occupations concerned with providing services in support of these activities.

5 Processing Occupations

This category includes occupations concerned with refining, mixing, compounding, chemically treating, heat treating, or similarly working materials and products. Knowledge of a process and adherence to formulas or other specifications are required in some degree. Vats, stills, ovens, furnaces, mixing machines, crushers, grinders, and related equipment or machines are usually involved.

6 Machine Trades Occupations

This category includes occupations concerned with feeding, tending, operating, controlling, and setting up machines to cut, bore, mill, abrade, print, and similarly work such materials as metal, paper, wood and stone. Throughout this category, the overall relationship of the worker to the machine is of prime importance. At the more complex levels, the important aspects of the work will include understanding machine functions, reading blueprints, making mathematical computations, and exercising judgment to attain conformance to specifications. Coordination of the eyes and hands is the most significant factor at the lower levels. Disassembly, repair, reassembly, installation, and maintenance of machines and mechanical equipment, and weaving, knitting, spinning, and similarly working textiles are included in this category.

7 Bench Work Occupations

This category includes occupations concerned with the use of body members, handtools, and bench machines to fit, grind, carve, mold, paint, sew, assemble, inspect, repair, and similarly work relatively small objects and materials, such as jewelry, phonographs, light bulbs, musical instruments, tires, footwear, pottery, and garments. The work is usually performed at a set position in a mill, plant, or shop at a bench, worktable, or conveyor. At the more complex levels, workers frequently read blueprints, follow patterns, use a variety of handtools, and assume responsibility for meeting standards. Workers of the less complex levels are required to follow standardized procedures.

8 Structural Work Occupations

This category includes occupations concerned with fabricating, erecting, installing, paving, painting, repairing, and similarly working structures or structural parts, such as bridges, buildings, roads, motor vehicles, cables, airplane engines, girders, plates and frames. The work generally occurs outside a factory or shop environment, except for factory production line occupations. Tools used are hand or portable power tools, and such materials as wood, metal, concrete, glass, and clay are involved. Workers are frequently required to have a knowledge of the materials with which they work, e.g., stress, strains, durability, and resistance to weather.

9 Miscellaneous Occupations

This category includes occupations concerned with transportation services; packaging and warehousing; utilities; amusement, recreation, and motion picture services; mining and logging; graphic arts; and various miscellaneous activities.

GRADUATE OCCUPATIONS WITH DOT GROUP CODES

CATEGORY 0 AND 1 – PROFESSIONAL, TECHNICAL, MANAGERIAL

041 – Scientific Trainee, Biological Sciences (1)
078 – Lab Assistant (1)
090 – Graduate Assistant (1)
091 – Teacher Secondary (1)
092 – Teacher Elementary (6)
142 – Commercial Designer (1)
160 – Public Accountant (4)
168 – Assistant Credit Manager (1)
185 – Store Manager (1)
187 – Director YMCA (1)
189 – Management Trainee (1)
195 – Social Work (3)

CATEGORY 2 – CLERICAL AND SALES

206 – Clerk (1)
223 – Stock Clerk (1)
250 – Insurance Salesman (1)
252 – Salesman (1)
299 – Cashier (1)

CATEGORY 3 – SERVICE

354 – Nursing Attendant (1)
372 – Guard (1)
378 – Armed Forces (1)

CATEGORY 9 – MISCELLANEOUS

952 – Laborer (1)

DROPOUT OCCUPATIONS WITH DOT GROUP CODES

CATEGORY 0 AND 1 – PROFESSIONAL, TECHNICAL, MANAGERIAL

079 – Nurse (2)
099 – Teacher's Aide (1)
141 – Commercial Artist (1)
152 – Pop Singer (1)
160 – Tax Consultant (2)
169 – Office Manager (1)
187 – Bus Agent Labor Union (1)
Manager - Restaurant (1)
195 – Counselor (4)
199 – Research Information Assistant (1)

CATEGORY 2 – CLERICAL AND SALES

201 – Secretary (1)
203 – Typist (2)
206 – File Clerk (2)
209 – General Clerk (2)
210 – Reconcilement Clerk (2)
213 – Computer Operator (1)
219 – Insurance Clerk (4)
232 – P.O. Clerk (1)
237 – Receptionist (2)
240 – Collection Clerk (1)
249 – Medical Records Clerk (1)
250 – Salesman, Insurance (1)
257 – Customer Rep. (1)
292 – Salesman (1)

CATEGORY 3 – SERVICE

317 – Cook Helper (1)
319 – Dietary and Food Service (1)
354 – Private Nurse (2)
378 – Air Force (5)
U. S. Army (1)

CATEGORY 6 – MACHINE TRADES OCCUPATIONS

620 – Auto Mechanic (1)
651 – Web Pressman (1)

CATEGORY 7 – BENCH WORK OCCUPATIONS

723 – Refrigeration Inspector (1)

CATEGORY 8 – STRUCTURAL WORK OCCUPATIONS

806 – Assembly Line Worker (1)
822 – Communications Man (1)

CATEGORY 9 – MISCELLANEOUS

920 – Caser (1)

APPENDIX E

COMMENTS

E–1 GRADUATE RESPONSES
E–2 DROPOUT RESPONSES

COMMENTS

Graduates

Additional Comments About College Experience:

Positive Comments

My four years experience at Rosary Hill college has opened many doors to my career, self identity, and social values. I truly feel that they were the most important and valuable years of my life. My experiences have made me a better person.

I loved it at Rosary Hill, but couldn't have gone without HEOP because we couldn't afford it.

Was very worthwhile and rewarding.

Enjoyed Canisius - it helped me in many ways that I thought were beneficial (social life as well as academically).

Very helpful in the long run.

Very worthwhile experience.

Good experience, a lot of individual attention. Method courses really helpful.

Good because of experience with people. Was in a different environment and had to make adjustments.

Positive experience; it was an accomplishment that was very important (graduating).

Positive attitude toward Canisius. Career opportunities became available.

Considers himself lucky to have had assistance through school. Did really well in school and in turn school found programs for him to fund his education.

Both Positive and Negative Comments

Greater consciousness; broaden one's perspective toward others. Didn't feel skills learned helped him find a job.

Negative Comments

Faculty advisor was not good; racist institution in inner city.

Got degree, but really hasn't helped job opportunity improve.

Really didn't help improve job status.

Not enough independent study soon enough; not well prepared for graduate school. Too much like an extension of high school. Not enough counseling or orientation (didn't know the courses were only three months or that books should be bought right away). Not prepared for career. Not enough teacher pupil interaction. Hard to participate socially, i.e., when you can't afford to buy a new dress or go skiing. Prejudice on college campuses. Tradition of students (fathers, sons, etc.) hard to break (lots of people know each other - teachers and students). If you got a good grade, something was wrong - like they thought you cheated.

Well to sum it up - allow me to say that it was a hell which really wasn't worth the trouble.

Additional Comments About the HEOP Program:

Positive Comments

I am very grateful to the HEOP program. If it wasn't for this program, I would not have been able to financially put myself through college. I was one of the lucky ones that desperately wanted to go to college and had the opportunity to, through the HEOP program. Thank you for everything.

Guidance helped a lot - kept in contact with me - asked if needed any help - selection of courses was beneficial; appreciated personal attention.

Was very beneficial financially - couldn't have made it without the extra funds. Provided tutors - was very helpful - couldn't have made it without the tutor's help.

In addition to number 10 (d), I would have borrowed the money, also because I definitely wanted to further my education.

HEOP at Rosary Hill has excellent advisors who keep you on top of everything developing. They also care about you in a personal way.

The HEOP program has aided me significantly in all areas of my college experience. I shall always be grateful for being a part of this promising program.

Was a good opportunity.

Great opportunity for minority students.

HEOP - life saver.

Very useful and helpful, especially financially.

Found IRS job because: had BA, CO-OP study program at IRS, was of minority group status at the right time.

Good program, tutor services were good; couldn't get along without it. Attitude was positive (school's attitude). Sensitive to needs of students.

Hadn't graduated from high school and programs of supportive nature of HEOP really helped him make it through. Twenty year span since high school.

HEOP benefited her so she could complete degree and get a better job. This made her see the importance of possessing a degree, especially in times like these. Understands how well off she is as an individual with an education. Has more confidence in herself when working with others. Learned to communicate with other people better and understand problems and needs.

The program was very helpful. The tutoring service was valuable; is presently tutoring HEOP student.

Both Positive and Negative Comments

All it did was fund program - provided means for end.

Good format, helps students, but implementation of HEOP by administrators made the program appear not as good.

Negative Comments

Its problems are self evident and therefore there is no need to comment.

Stereotypes students; accepts people that aren't college material; makes black people look bad. People take advantage and abuse program, takes money from people who really need it. Non-credit courses are a waste of time, forces students to go longer.

Problem when faculty advisor left - never really got good counseling afterward. Lack of communication in HEOP with students and advisors.

HEOP stigma - there are even differences between black and white HEOP's.

HEOP was not handled well. Financial aid was very limited. People did not help as they were supposed to.

People were made to feel inferior because they were in HEOP, they realized they have to be "dumb" in order to get help.

Didn't like attitude. Felt like you were being downgraded because you were in the program. Program was okay, otherwise.

Doesn't know much about HEOP - or even if he was in it.

Recommendations

HEOP doesn't cover enough financial aid - tuition going up and funds available not adequate with times today.

Should have developmental courses. High school should be more like college (i.e., semester approach). High school should really prepare one for college; college should prepare one for graduate school.

Screen out kids on program for money only; change standards - too low at present. Interview kids to determine those who want it as primary reason, not just to do something.

Program needs to be strengthened - the reason people come is to get an education. Need to emphasize skills in English grammar and writing. Canisius is very inaccessible to come to learn. Need good logic courses at Canisius. Persons graduating have lack of skills and no writing skills. Also very poor in number graduating. His class started with 45 and only 9 graduated.

COMMENTS

Dropouts

Additional Comments About College Experience:

Positive Comments

At first I didn't know if college was for me. But now I am glad I went. College helped me guide all of my energy into my education. College education is as good for the stabilizing of the mind as it is for the careers.

I was not in Rosary Hill HEOP program long enough to answer these questions. While I was enrolled though, I received an academically enriching experience. I would not have been able to go to a private college without the assistance of HEOP.

Canisius is a good school.

I wish I could have put more into it. I started the previous summer and felt that I did quite well, but problems came up, and I blew the whole thing. I hope to return, possibly in January.

Everyone should go just for the experience.

Everyone should go to college for the experience of going. Became more aware of herself - found herself.

Likes Canisius College.

Felt that he made mistakes but has learned a lot since the army - intends to return to college - it's difficult coming from the inner city.

Positive feelings toward college and Canisius.

Liked the school and people.

Married and has a child; wants to go back to school, but difficult in as much as obligations are time consuming.

Going to go back to school - left to get married but with only three credits left - hopes to return soon to complete degree in Biology.

Niagara rated highly for nursing program; so it's better than other schools for nursing.

Both Positive and Negative Comments

Met a lot of people at college, and that was good. Offered courses in your major that weren't always necessary - disagreed strongly with that.

Only since I've been away have I realized how beneficial college was. God bless the state. It's a wonder for persons similar to myself to be afforded such an opportunity. My attitude towards my college experience is really one of question to myself. I read a lot and studied many subjects, but to no avail. School is not like real living. They're two different worlds, the same as black and white. They are hard to blend.

It was okay for what it was worth!

Positive experience; school is not for everyone at 18.

Likes Canisius; wasn't ready for college at time started.

Glad she went. Thought Niagara wasn't the best school.

NU didn't do too much for her as far as academics, but increased self awareness.

Niagara gave loans. This was a problem, because she is now in debt. Couldn't afford to stay when transferred to Buffalo State in Seek program. Big hassle to have a grant; money at end of semester created debt situation. People hounding for money can't concentrate on studying. At Niagara free room and board when in dormitory helped.

Negative

Being a minority person at an all white middle-upper class college - I felt how they viewed my culture and how little they knew about other cultures - they had a lot of false impressions about other cultures - this is the biggest thing that bothered me there.

I had all the benefits mentioned in question 11 prior to going to Rosary Hill. Relationships between students and instructors is poor - instructors should learn from students also.

I didn't like it. Rosary Hill turned me off. Academics was okay, people were helpful, but just didn't like the school itself.

Picked wrong college - not being Catholic bothered her - they wanted her to learn about Catholic religion, so she quit.

Tore down self confidence; program too structured with required courses.

Additional Comments About the HEOP Program:

Positive Comments

An excellent opportunity, I never would have been able to even consider a school like Niagara, but luckily my high school counselor informed me of it.

HEOP helped me financially through college. If it wasn't for the program I would not have been financially able to continue my education at that time.

Really good - I wouldn't have been able to attend.

Paid for books and transportation; gave lunch cards. Liked it fine.

Disliked school - but thought HEOP program was good.

HEOP staff was helpful.

Good program; slated for permanent position with youth in CETA job.

HEOP monies, could not have made it without this help. Tutors helpful.

Wants to go to law school at UB through HEOP or other type of program.

Liked the program - recommended it to others through her job at the Buffalo Board of Education.

Both Positive and Negative Comments

HEOP was pretty nice - what I was looking for was more money toward my tuition - I hurried through it - next time I go to college I intend to be more financially ready for it.

Pretty good, helpful. Financially difficult to go; had to drop out because of lack of money.

Really good program, but Niagara doesn't offer what others do as far as social activities and academic standards. Get more out of Oswego.

Recommend college to anybody. HEOP was only financial aid, if you don't have it you can get financial aid someplace else - so it was good, but it doesn't benefit education, only finances.

Employees were very helpful in filling out papers; made mistakes in sending monies.

HEOP was okay, but people who handled it were not, i.e., gave financial aid to people who had "doctored" their incomes.

Thought the program was administered poorly but ideology was good.

Negative Comments

Not much career guidance - scattered credits. Counseling not adequate, part of reason for flunking out was not enough personal attention.

Disappointed with financial aspects of program - not enough aid.

Didn't like how program was run. Showed unfairness in distribution of monies.

All the forms to be filled out were a "bummer".

Didn't understand why he had to go to night school instead of day school. So he took a job and this took priority. Then his mother got ill, and he had to drop out.

Program had potential for being constructive for losers - supposed to be very productive but wasn't working the way it should have.

Supposed to come back, but couldn't make it financially. Had to leave to make money to go back. Not enough personal guidance before; program makes you dependent on others.

HEOP was not beneficial in the sense that it didn't stress anything about the real world, only at college. I got a better picture of how inadequate HEOP was when I went to UB - they have more help on a one-to-one basis and things were more realistic. Rosary Hill was too religious and didn't give broad sense of education -- language department is terrible. Currently in EOP at UB - tutoring is good; Rosary Hill was too competitive to give individual help.

Recommendations

Grants should be larger for private schools.

Should prepare pamphlet about all financial aid available on campus, instead of talking to other people and getting it through the grapevine - make clear to students from the onset what aid is available.

The college should set up more community relationships with other minorities. Needs remodification badly.

More money in HEOP; expand program. Build up program so more people can go in.

Adults going back to school should not be exposed to young adults just starting college; should be a wholly different program, because the problems are different. He knew study skills they still needed and he didn't get what he needed. Should deal with where students are coming from - leave out what you're not going to use.